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Resources in Education (RIE). Volume 34, Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 425 265 CE 075 892

Horstkotte, Hermann
Safeguarding and Creating Jobs Is a Sign of Social Responsibility. Changing Trade Unions and Management in Germany.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Collective Bargaining; Economic Change; *Employer Employee Relationship; Employment Patterns; *Employment Practices; Flexible Working Hours; Foreign Countries; *Job Development; Older Adults; *Organizational Change; Part Time Employment; Regional Planning; *Social Responsibility; *Unions
IDENTIFIERS- *Germany

As in many other industrialized countries, advances in computer technology are transforming Germany's industrial society into an information and services society. Increasingly fewer jobs are available in traditional industries and in the public sector. In the 1990s, Germany's trade unions and employers' associations have experienced steady declines in membership. Regional collective agreements have become the main problem for employers' associations and trade unions. Although both sides have acknowledged that the regional collective agreement model needs a thorough overhaul, their proposals for revising the model remain far apart. Research has shown that most Germans are now generally ready to accept flexible organization of their working hours from Monday to Saturday. The 1996 legislation on old-age part-time work represents an attempt by Germany's government to accomplish three things: meet older

ED 425 284 CE 077 494

Millsap, Roger E.
Distance Learning Project. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 22p.; For related documents, see CE 077 492-493.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Caregivers; *Developmental Disabilities; *Distance Education; Evaluation Criteria; Labor Education; Literacy Education; Models; Partnerships in Education; Program Effectiveness; Reading Comprehension; Reading Skills; *Summative Evaluation; Unions; *Workplace Literacy; Writing Skills
IDENTIFIERS- *Developmental Aides

An external summative evaluation was conducted for the Self-Directed Workplace Distance Learning for Developmental Disabilities Workers Project, a partnership between the Center for Advanced Study of Education and the Civil Service Employees Association, Inc., with the New York State Office of Mental Retardation and Developmental Disabilities. Its goals were to document changes in literacy skills and other relevant variables over the course of training and to link them to the training intervention. The original research design called for a nonequivalent control groups design in which a distance learning group would be compared to a control group of workers on the waiting list for program participation. Since nearly all control group individuals were in the first cycle of the program, only changes in participants' literacy skills were evaluated---not whether change resulted from participation. Furthermore, large numbers of participants failed to have complete data on both pre- and posttest measures. Data were collected by background and pre- and posttest measures, including reading test, writing test, problem-solving test, self-efficacy test, and supervisor ratings. As indicated by the three literacy measures of reading, writing, and problem solving, some gain in performance on writing and problem solving but no positive gains in reading performance were found. Both supervisors and participants felt employees benefited from participation in the distance learning program. (YLB)

ED 425 285 CE 077 501

Boyter-Escalona, Margaret
Workplace Literacy Partnership Program. December 1994-November 1997. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 85p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 502-506 and 508-513. Charts and photocopied photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; *English (Second Language); Job Skills; *Literacy Education; Models;

ED 425 303 CE 077 563

Kodz, J.; Kersley, B.; Strebler, M. T.; O'Regan, S.
Breaking the Long Hours Culture.
PUB DATE- 98
NOTE- 124p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Developed Nations; Employee Absenteeism; *Employment Practices; Foreign Countries; Intervention; *Overtime; *Personnel Policy; *Productivity; *Working Hours
IDENTIFIERS- *Organizational Culture; United Kingdom

Case studies of 12 leading British employers were driven by employers' interest in issues related to working long hours in light of introduction of the Working Time Directive, a European Community initiative enacted into British law that sets limits on working hours per week. Data showed over one-fourth of full-time employees worked over 48 hours per week; men were more likely to work longer hours; and women's hours were increasing. Reasons for working long hours fell into four broad categories: workload, a long hours culture, individual commitment to the job, and need to improve pay. Consequences were increased sickness absence, low morale, and high turnover; lower productivity and quality of work outputs; greater health and safety risks; adverse impacts on family and social life; and reduced employment opportunities for those unable or unwilling to work long hours. The few successful interventions to ameliorate consequences were aimed at changing work patterns and changing individual behavior and company culture. Key elements were early consultation with staff and managers; solutions tackling underlying issues; and implementation that includes commitment and sponsorship for change from the very top, a change agent, the bringing of key people on board, communication and publicity, support and counseling, leading by example, a range of initiatives, effective time management, and message reinforcement and maintenance of momentum. Ongoing monitoring and feedback and evaluation were also seen as vital. (Five case studies provide examples of different types of intervention implemented in a range of contexts. The report contains 19 references.) (YLB)

ED 425 304 CE 077 564

Indiana Essential Skills & Technical Proficiencies Initiative. Indiana Workforce Proficiency Panel. 1998 Annual Report.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Competence; *Educational Certificates; *Experiential Learning; *Job Analysis; *Job Performance; *Job Skills; Occupational Information; Postsecondary Education; Secondary Education; Skill Development; Statewide Planning; *Student Certification; Vocational Education
IDENTIFIERS- *Indiana

The Indiana Workforce Proficiency Panel is responsible for identifying a common set of essential and technical skills for success in occupational areas and issuing Certificates of

ED 425 323   CE 077 696

Request for Certification and Standards Revision for Missouri Vocational Director.
SPONS. AGENCY- Missouri State Board of Education, Jefferson City.
PUB DATE- 98
NOTE- 54p.; For a related document, see CE 077 695. Prepared by MooreTEC, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; *Certification; Postsecondary Education; Secondary Education; *Standards; State Programs; *State Standards; Statewide Planning; *Vocational Directors; *Vocational Education
IDENTIFIERS- Missouri; *Revision Processes

This publication supports revision of the certification and standards for Missouri Vocational Directors. Section I discusses the need for revising the current State Board of Education approved certification requirements, Section II sets forth the relationship between proposed revisions and their application by institutions involved in preparing individuals for certification as a vocational director. It explains the intent of the recommended certification changes for a vocational director. Section III is a competency listing that denotes the minimum expected to be licensed to administer vocational education programs. A crosswalk table in Section IV shows the correlation between the state standards and the competencies, intending to clarify Missouri's 10 performance standards and their respective indicators in Missouri Standards for Teacher Education Programs (MOSTEP). The competency listing, also crosswalked to the Department of Elementary and Secondary Education's (DESE) 1998-2001 Strategic Plan, Issues, and Goals, denotes the common ground between DESE goals and Missouri's vocational director. A crosswalk table in Section V shows the correlation between national standards and the competencies. Appendixes include: responses to a survey to determine certification requirements; requirements of Missouri vocational director certificate; Missouri Standards for Teacher Education Programs (MOSTEP); DESE 1998-2001 Strategic Plan; Interstate School Leaders Licensure Consortium Standards; DACUM (Developing a Curriculum) research chart for adult vocational administrator; administrator competency study results; and a process chart for vocational director certification and standards revisions. (YLB)

ED 425 324   CE 077 697

Moses, Barbara
Career Intelligence: The 12 New Rules for Work and Life Success.
PUB DATE- 98
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Baby Boomers; Career Choice; *Career Development; *Career Education; *Career Planning; Competence; Education Work Relationship; Educational Needs; *Employer Employee Relationship; *Employment

ED 425 341 CE 077 720

Knell, Suzanne
Learn to Earn: Issues Raised by Welfare Reform for Adult Education, Training and Work. Literacy Leader Fellowship Program Reports, Volume III, Number 3, Part B.
PUB DATE- 97
NOTE- 35p.; For other reports, see ED 400 426, ED 402 444, and CE 077 717-721.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Agency Role; Economically Disadvantaged; *Integrated Services; *Job Training; *Literacy Education; Literature Reviews; Program Effectiveness; Role of Education; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare Reform

Passage of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), which includes the Temporary Assistance to Needy Families (TANF) block grant program, has caused dramatic changes in welfare reform. PRWORA emphasizes a Work First approach to welfare reform; to receive full TANF funding, states must meet the minimum required work participation rate. Welfare recipients are encouraged to engage in job search and seek work first instead of attending an adult education or training program, but adult education and training can be provided to welfare recipients under the Department of Labor's Welfare-to-Work Program. Delivery systems that integrate different services are a comprehensive delivery system by which one entity provides the majority of services and a network system in which an agency specializes in providing one or several program components but collaborates with other agencies and programs to delivers. Potential strategies to create effective new adult education programs integrated with job/vocational training, job preparation, work activities, and work are as follows: the preemployment services model, the pre- and post-employment services model, contextualized learning, community service programs, family literacy programs, and employer-developed programs. (Appendixes include information on the effectiveness of the Job Opportunities and Basic Skills Program, possible components of integrated programming, and 50-item bibliography.) (YLB)

ED 425 342 CE 077 721

Hohn, Marcia Drew
Empowerment Health Education in Adult Literacy: A Guide for Public Health and Adult Literacy Practitioners, Policy Makers and Funders. Literacy Leaders Fellowship Program Reports, Volume III, Number 4, Part 1.
PUB DATE- 97
NOTE- 155p.; For other reports in this monographic series, see ED 400 426, ED 402 444, and CE 077 717-720.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Basic Skills; *Empowerment; *Health Education; *Health Promotion; *Integrated Curriculum; *Literacy Education; Models; Participatory Research; Program Development; Program Implementation

ED 425 360 CG 028 330

Mediation Skills for Elementary School Children.
PUB DATE- 95
NOTE- 121p.; For related products from this publisher, see CG 028 329-336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Curriculum Guides; Elementary Education; *Elementary School Students; Intercultural Communication; *Interpersonal Communication; *Interpersonal Competence; Listening Skills; Teaching Methods
IDENTIFIERS- *Peer Mediation

The ability to deal effectively with conflict is an important life skill. Ways in which to teach children an understanding of the mediation process and to use the techniques of adult mediators in resolving ordinary conflicts are presented in this teacher's guide. The training is organized into 12 sessions, each lasting less than an hour. Complete guidelines for individual sessions include a timeline for demonstrations, discussion guides, role playing and other exercises. Topics for sessions are: (1) "The Ball Game" -- ways to deal with conflict; (2) "What is a Conflict Manager"; (3) "Listening Skills"; (4) "Role Play Practice"; (5) "Understanding Other People's Point of View"; (6) "Cultural Diversity and Conflict"; (7) "Feelings," and "Feelings and the Conflict Manager Process"; (8) "Being Your Own Mediator"; (9) "Mediation Techniques"; (10) "Playground Positions and the Conflict Manager Contract"; (11) "Mediation Techniques" which teach disputants to use "I" messages and to restate the conflict; and (12) "Dealing with Difficult Situations." Appendices include a vocabulary list, information on supervising role plays (long and short versions) and 17 training handouts which may be copied for use in training. (EMK)

ED 425 361 CG 028 331

Mediation Training for Middle School Students.
PUB DATE- 95
NOTE- 276p.; For related products from this publisher, see CG 028 329-336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Conflict Resolution; Curriculum Guides; *Family Relationship; Intermediate Grades; *Interpersonal Communication; *Interpersonal Competence; Listening Skills; Middle Schools; Teaching Methods
IDENTIFIERS- *Middle School Students; *Peer Mediation

Young people need help in learning how to use alternative dispute resolution skills at school. Methods for teaching these skills are presented in this manual. The training centers on the following major themes: The Mediation Process, Cultural Diversity, Communication Skills, Feelings, Mediation Techniques, Dealing with Difficult Situations, and Being Your Own Mediator. The manual is designed for five 3-hour sessions using two trainers. Complete guidelines for each session include a timeline for discussions, demonstrations, role plays and other exercises. Topics are grouped under five sessions: Session 1 explores "Ways We Deal with Conflict," "The Mediator

ED 425 381 CG 028 935

Kim, Inkyung; Kwak, Keumjoo; Chang, Geunyoung; Yang, Jinyoung
Rock Music and Korean Adolescent's Antisocial Behavior.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Antisocial Behavior; College Freshmen; Elementary School Students; Foreign Countries; Higher Education; Intermediate Grades; *Rock Music; Secondary Education; Secondary School Students
IDENTIFIERS- *Adolescent Behavior; *Koreans; South Korea

The relationship between rock music preference and antisocial behavior among Korean adolescents was examined. The Korean versions of the Sensation Seeking Scale and the Antisocial Behavior Checklist were used to measure sensation seeking motivation and delinquency. Adolescents (N=1,079) were categorized as "rock/metal," "dance," or "ballad" based on their preference in music. In addition, rock band or fan club members were sampled as "rock band" (N=79). Rock band and rock/metal groups were significantly higher on both scales than any other group. However, ANCOVA revealed no differences in antisocial behavior among music preference group when sensation-seeking motivation is controlled. This means that sensation-seeking motivation should be considered a mediating factor. This study supports the generally accepted idea that rock music can influence adolescents' antisocial behavior. (EMK)

ED 425 382 CG 028 936

Bodenhorn, Nancy
Student Use of College Computer Searches - A Qualitative Comparison of Independent Usage and Usage with a School Counselor.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *College Choice; Computer Uses In Education; *Counselor Role; *Decision Support Systems; Guidance Programs; High Schools; Higher Education; Problem Solving; *School Counselors

As technology has developed, there has been a growing emphasis on using computer college search programs within the process of counseling students about college. This is one part of a trend in which school counselors are integrating technology into the counseling process. The questions may be asked how this technology is impacting the roles and practices of school counselors, and how effective it is for students. This qualitative study examines the task of completing a computer college search. A basic understanding of the complex search program involved is provided with a sense of the logic and pathways available. The study was conducted with 12 students and 2 counselors participating at a suburban high school. Each student completed a questionnaire about their computer experience and family background. Students were observed under two conditions: (1) "Alone," working alone on a computer; and

ED 425 401 CG 028 971

Brehm, Mary Ann; Kampfe, Charlene M.
Creative Dance Improvisation: Fostering Creative Expression, Group Cooperation, and Multiple Intelligences.
PUB DATE- 97
NOTE- 9p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Creative Expression; Dance; *Dance Education; Elementary Secondary Education; *Improvisation; Learning Processes; *Movement Education; Multiple Intelligences; Self Expression

Creative dance improvisation involves both the movement of the body with awareness and the awakening of the creative spirit. The basic elements of creative dance improvisation--force, time, and space--are examined with a view toward how this approach to dance can be a means for growth in the general education of anyone throughout their lives. Creative dance improvisation is shown to address students' needs for self-expression as well as the need to learn to creatively work within a group. Examples of how each dance element can be applied to the school curriculum are provided as well as examples of how the elements of dance relate to multiple intelligences. This approach to dance speaks to and develops both the individual and communal sides of human nature; dancers can feel a bond that can last a lifetime. This paper also describes the demonstration dances presented at the China-U.S. Conference on Education and suggests movement explorations for the reader to try in order to understand the concepts more fully. (Author/EMK)

ED 425 402 CG 028 972

Callard-Szugit, Rosemary
National Diffusion Network: Project Enrichment Exemplary Program.
PUB DATE- 97
NOTE- 6p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Enrichment; Curriculum Evaluation; Elementary Education; Elementary School Students; *Language Arts
IDENTIFIERS- *National Diffusion Network Programs

The United States Department of Education recognizes and supports exemplary programs through the National Diffusion Network (NDN). Established in 1974, NDN is based on the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of NDN is to disseminate information about approved programs so that educational agencies with special needs may choose from an array of programs and select that particular program which meets the agencies' needs, philosophy, and

ED 425 423 CS 013 313

NAEP 1994 Reading State Report for Arizona. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arizona; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Arizona, 2,651 students in 104 public schools were assessed. This report describes the reading proficiency of Arizona fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Arizona on the NAEP reading scale was 206 compared to 212 nationwide. (CR)

ED 425 424 CS 013 314

NAEP 1994 Reading State Report for Arkansas. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95

ED 425 437 CS 013 327

NAEP 1994 Reading State Report for Maine. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maine; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Maine, 2,436 students in 104 public schools and 85 students in 8 non-public schools were assessed. This report describes the reading proficiency of Maine fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Maine on the NAEP reading scale was 228 compared to 212 nationwide. (SR)

ED 425 438 CS 013 328

NAEP 1994 Reading State Report for Maryland. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the

ED 425 451 CS 013 341

NAEP 1994 Reading State Report for Pennsylvania. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Pennsylvania; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Pennsylvania, 2,290 students in 89 public schools and 427 students in 17 non-public schools were assessed. This report describes the reading proficiency of Pennsylvania fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Pennsylvania on the NAEP reading scale was 215 compared to 212 nationwide. (CR)

ED 425 452 CS 013 342

NAEP 1994 Reading State Report for Rhode Island. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

ED 425 466 CS 216 540

Yee, Carole
Instructional Writers' Narratives about Their Ideal Users and Users' Narratives about Their Ideal Instructions.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Documentation; Higher Education; *Language Role; Minicourses; Professional Training; *Technical Writing; Textbooks; *User Needs (Information)
IDENTIFIERS- *Instructions; New Mexico (Albuquerque); Symbolic Analysis; Technical Communication; *Training Materials; Writing Tasks

Based on a collaboration between an instructor and an undergraduate student for two different documentation projects, this paper discusses the difference between the language systems of writers and supervisors designing or choosing training materials and documentation and what the research says about the real needs for the documentation. The paper contends that professional writers can bring to an assignment a level of analysis identified as "symbolic analysis"--students must be taught that symbolic analysis is a large part of what they as professional writers apply to writing tasks. According to the paper, conventional wisdom about instructional writing found in technical writing textbooks is that instructions must be clear and easy to follow and that technical writing should be "task oriented." The paper examines projects for a tutorial for the Magdalena Ranger Station's new computer system and for a training manual and short course for Ktech Corporation, a subcontractor in Albuquerque of the Alcohol, Tobacco, and Firearms (ATF) agency. The paper concludes that "vast distances inevitably separate" the knowledge and experience that research and advanced practice have developed about the needs of users of instructions and end users, such as the ATF agents or the Magdalena Forest service workers. It suggests that when writers of instructions are themselves novices or scientists, not writers, knowledge about nonhierarchical structures, the need for silences in case narratives, and more falls by the wayside in favor of a few simple principles, such as "clarity" or "task orientation." (NKA)

ED 425 467 CS 216 541

Griffin, Susan
Fair Play: Teaching the Logical Fallacies.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freshman Composition; Higher Education; Instructional Effectiveness; *Logical Thinking; *Persuasive

ED 425 485 CS 509 946

McDowell, Earl E.; Schuelke, L. David
An Investigation of the Relationships among Technology Experiences, Communication Apprehension, Writing Apprehension and Computer Anxiety.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Computer Anxiety; *Computer Mediated Communication; *Computer Uses in Education; Higher Education; Sex Differences; *Student Attitudes; Tables (Data); Undergraduate Students; *Writing Apprehension
IDENTIFIERS- Personal Report of Communication Apprehension; *Technology Utilization

This study explored the relationships among communication technologies, communication apprehension, writing apprehension, and computer anxiety. Participants were 130 students from a variety of undergraduate oral communication classes in a large midwestern university who completed a modified form, 10 items, of McCroskey's Personal Report of Communication Apprehension (PRCA). Results indicate that significant relationships exist between computer anxiety and computer/word processing, between computer anxiety and computer electronic discussion group, between computer anxiety and online computer service, and between computer anxiety and CD-ROM, as well as other types of technology. Other results reveal that students are least experienced with programming computers, computerized electronic discussion group, computer conferencing and Integrated Service Digital Network (ISDA). Significant differences occurred between gender groups on cellular phone scores, writing stories/poetry scores, computerized electronic discussion group scores, satellite TV scores, electronic videogames scores, and computer/video conferencing scores, as well as communication apprehension scores, writing apprehension scores, and computer anxiety scores. (Contains 6 tables of data and 16 references.) (Author/NKA)

ED 425 486 CS 509 948

Leipzig, John
Assessing Ethics Instruction Offered by Various University Disciplines: A Case for Including Communication in the Mix.
PUB DATE- 98
NOTE- 9p.; Paper presented to the Ethics in the Professions and Practice Conference (Missoula, MT, August 2-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; *Curriculum Evaluation; Educational Research; *Ethical Instruction; Ethics; Higher Education; *Instructional Effectiveness; Student Attitudes; Student Needs; *Student Reaction; Student Surveys; Teaching Methods
IDENTIFIERS- University of Alaska Fairbanks

A study examined whether the core objectives were being met in an

ED 425 504 EA 029 288

Skrla, Linda
Women Superintendents in Politically Problematic Work Situations: The Role of Gender in Structuring Conflict.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Conflict; Educational Administration; Elementary Secondary Education; *Politics of Education; *Role Perception; *Sex Bias; Social Influences; *Superintendents; *Women Administrators
IDENTIFIERS- *Gender Issues

This paper explores the ways in which gender may lead to conflict between women superintendents and members of their elected boards of trustees. The report draws on the perspective of three female former superintendents. A qualitative case-study approach was used that relied on indepth interviews and a focus-group interview with all three participants. The results show that the three women described similar scenarios in their school districts: they were selected by a progressive school board that was replaced when opposition grew enough to force them out. The women described gender as a factor in all stages of the evolution of their experiences: gender operated at personal, community, and societal levels with their board members and made it difficult for these board members to support the actions of the female superintendents. None of the women had received training on gender-related issues in their university-preparation programs, and these issues were never discussed with the school boards. The concludes that members of educational institutions must work toward understanding the operation of gender in superintendent-board relations. (Contains 38 references.) (RJM)

ED 425 505 EA 029 289

Mathis, William J.
Finance Reform in Vermont: The Legislature Responds to the Brigham Supreme Court Decision.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Educational Legislation; Elementary Secondary Education; Expenditure per Student; *School District Spending; School Funds; School Taxes; *State Legislation
IDENTIFIERS- *Vermont

In Brigham et al. v. State of Vermont (1997), the Vermont Supreme Court struck down the previous state-funding system and directed the legislature to come up with a new system that would eliminate the inequities among the local school districts. An analysis of this decision and its consequences is

ED 425 523 EA 029 488

Brunner, Ilse; Davidson, Betty M.
The Dissemination of Educational Innovations: New Insights into the Coaching Model.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/[illegible]02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Innovation; Elementary Education; Models; Program Effectiveness; Program Implementation; Training Methods
IDENTIFIERS- *Accelerated Schools; University of New Orleans LA

Ways in which program innovators, policy developers, and educational researchers think about and engage in disseminating innovations to schools can prove a major barrier to reform. A process for effective dissemination using the coaching model in the accelerated schools program is described here. Accelerated schools draw on three principles: unity of purpose, empowerment coupled with responsibility, and building on strengths. To help spread this philosophy, educators from the schools and from the central office are trained as primary disseminators. The rapid growth of accelerated schools is mainly due to these trained coaches who either work at the district level or who are responsible for the implementation of the accelerated schools model at their own school. An examination of an evolving coaching model at the University of New Orleans Accelerated Schools Center, a comparison of the effectiveness of district coaches versus inhouse coaches, and an overview of the coaching model at the National Center for Accelerated Schools shows that the coaching model must be adapted for certain conditions. The National Center requires a large pool of highly qualified applicants to work full-time at offsite schools, which would not be feasible in smaller school districts. (RJM)

ED 425 524 EA 029 489

Fox, Cheryl L.
The Michigan Multiage Continuous Progress Model, Michigan Department of Education.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Educational Change; Educational Innovation; Elementary Education; *Mixed Age Grouping; Models; Needs Assessment; Program Development; *Program Evaluation
IDENTIFIERS- Michigan

In 1993, the Michigan legislature passed a bill that allowed school districts to adopt early elementary school program initiatives. These initiatives established nongraded, continuous progress programs for grades 1 through 4. An overview of how the state coordinator helped school districts implement this multiage, nongraded model is presented in this

ED 425 544   EA 029 537

Kahle, J. B.; Tobin, K. G.; Rogg, S. R.
Impressions of Reform in Ohio Schools.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrators; *Classroom Communication; Educational Change; *Educational Environment; Intermediate Grades; Interviews; Junior High Schools; Middle Schools; *Participant Observation; *School Visitation
IDENTIFIERS- *Ohio

This document consists of short reviews of 13 Ohio schools. The goal is to illustrate each school's atmosphere and members through a report made by an education expert who actually visited the school, as opposed to a statistical report. Interviews of students and teachers are included, as are impressions of reform methods being used in the school, and the effectiveness of the reforms. The Ohio schools described in the sketches are divided into five categories: (1) Cincinnati Urban Systemic Initiative Schools; (2) Cleveland Urban Systemic Initiative Schools; (3) Columbus Urban Systemic Initiative Schools; (4) Appalachian Rural Systemic Initiative Schools; and (5) Non-Systemic Initiative Schools. Two more tales are included at the end: "What is Learned from Hands on Activities?" and "Care, Interest and Focusing on Tests: Sufficient Keys to Success in Science?" (JMD)

ED 425 545   EA 029 546

Wylie, Cathy
At the Centre of the Web: The Role of the New Zealand Primary School Principal within a Decentralized Education System.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; *Decentralization; *Educational Responsibility; Elementary Education; Foreign Countries; Instructional Leadership; *Policy Analysis; *Principals; Role Perception
IDENTIFIERS- *New Zealand; *Tomorrows Schools (New Zealand)

The decentralization policy of Tomorrow's Schools entrusted individual schools with their own operational funds, and responsibility for property and personnel decisions and for staff development. As a result, the role of the primary principal became wider, calling on new knowledge and skills. Principals were also given a greater workload and a faster pace. With the new policy came questions concerning the essence of the role of the principal. For those whose prime focus is on the legal accountability of each board for its school, the role of the principal was compared to that of a director or manager of a business. Others feel that a principal needs to focus on serving the children by providing educational leadership. A study explored the extent to which change has occurred in the role of the primary principal, and the extent to which these two views of the principal's role are compatible. The study

ED 425 566 EC 306 671

Building Bridges to the Information Superhighway: Annual Report of the Disabilities Issues Task Force, Federal Communications Commission (March 1995--April 1996).
PUB DATE- 96
NOTE- 18p.; Text downloaded from the FCC web site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Educational Legislation; Federal Legislation; Federal Regulation; Information Sources; *Public Agencies; Standards; Telecommunications
IDENTIFIERS- *Federal Communications Commission; *Telecommunications Act 1996

This report describes activities and accomplishments of the Federal Communications Commission's Disabilities Issues Task Force on disabilities issues from March 1995 through April 1996, its first year. Introductory material includes a message from the chairman of the Commission and a statement of the Task Force's purpose, which is to address issues concerning access to information and the media for people with disabilities. The next section summarizes relevant aspects of the Telecommunications Act of 1996. The following section summarizes major efforts of the year, including launching of the Task Force, low power radio service rulemaking, identification of the "top ten" activities for the Commission to improve access, a ruling that Telecommunications Relay Services (TRS) providers must offer access to optional and discount calling plans, TRS and coin sent paid services, formation of Task Force working groups, public notice on captioning of commission meetings, the universal design forum, the emergency alert system access meeting, rulemaking on hearing aid compatibility, a symposium on captioning, a summit meeting on wireless hearing aid compatibility, and the American Foundation for the Blind honors. Continuing and future Task Force initiatives are also identified, including creating a disabilities World Wide Web home page, improving TRS, and improving accessibility of the FCC. (DB)

ED 425 567 EC 306 687

VanTassel-Baska, Joyce
Planning Science Programs for High Ability Learners. ERIC Digest E546.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Check Lists; Concept Formation; *Curriculum Development; Educational Change; Educational Principles; Elementary Secondary Education; *Learning Processes; Questionnaires; *Science Curriculum; *Science Education; Student Characteristics; Teaching Methods; Theory Practice Relationship

ED 425 584 EC 306 924

Wigle, Stanley E.; Wilcox, Daryl J.
The Special Education Competencies of Special Educators.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Conference of the Mid-West Educational Research Association (Chicago, Illinois, October 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Assistive Devices (for Disabled); Behavior Modification; *Disabilities; Elementary Secondary Education; Self Evaluation (Individuals); Skill Development; Special Education; *Special Education Teachers; *Teacher Attitudes; *Teacher Competencies; Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Council for Exceptional Children

This paper describes the outcomes of a study that investigated the competencies of 49 special educators on a set of 35 skills identified by the Council for Exceptional Children as important for professionals working in the area of special education. The self-reported competencies of special educators were compared with the competencies on the same set of skills as reported by 43 special education directors and 63 general education administrators. Results found that of the 24 skills for which a statistically significant relationship between group and responses was found, special educators reported lower overall levels of competency than with either of the other two subgroups. While they reported higher levels of competency than did general education administrators on 13 skills, they also reported lower levels of competency than did general education administrators on 11 skills. Special education directors reported higher levels of competency than did special educators on all but three skills. Special educators reported being adequate to skilled in assessment, developing appropriate programs, and collaboration. Special educators reported low levels of competency for technology-related skills and managing student behavior. Implications for the preparation of special educators are also discussed. (Contains 32 references.) (CR)

ED 425 585 EC 306 925

LaPlante, Mitchell P.
How Many Americans Have a Disability? Disability Statistics Abstract Number 5.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Census Figures; Children; *Disabilities; *Incidence; National Surveys; *Residential Institutions; Severity (of Disability); Sex Differences; Statistical Surveys
IDENTIFIERS- Americans with Disabilities Act 1990; National Health Interview Survey

This statistical abstract focuses on how many Americans have a disability. It begins by defining "disability" according to the Americans with Disabilities Act (ADA). Data are presented from

ED 425 602 EC 306 943

The Virginia Plan for the Gifted: A Guide for the Development of Effective Program Services for Gifted Students.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Definitions; Educational Finance; Elementary Secondary Education; Eligibility; Financial Support; *Gifted; Long Range Planning; Program Design; Program Development; Staff Development; State Programs; *State Regulation; *State Standards; Student Evaluation; *Talent; Talent Identification
IDENTIFIERS- Alternative Assessment; *Virginia; Virginia State Standards of Quality

This document is intended to assist local school personnel with the implementation of the Virginia State Standards of Quality requirements and regulations governing educational services for gifted students. Preliminary sections present a rationale for the Virginia Plan for the Gifted, a statement of goals, and a definition of giftedness (including general intellectual aptitude, specific academic aptitude, technical and practical arts aptitude, and visual or performing arts aptitude). A section on eligibility determination covers: creating a pool of candidates, identification of special populations, parent/guardian notification, use of multiple assessment criteria, and decision making. The section on designing educational programs lists nine service options and highlights curriculum modification. Principles of funding for local program services are addressed followed by a section on selection and training of personnel including program administrators, teachers, guidance counselors and school psychologists, and collaborative programs with state colleges and universities. Appendices include: state regulations governing educational services for gifted students; reference lists of frequently used assessment instruments; and lists of goals and activities of local school districts and the Department of Education, members of the Virginia State Advisory Committee, and relevant state and national organizations. (Contains 13 references.) (DB)

ED 425 603 EC 306 944

Revised Administrative Rules for Special Education. (Including Revisions Effective October 15, 1996, and April 9, 1997).
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Confidentiality; Conflict Resolution; Definitions; *Disabilities; Due Process; Educational Finance; Elementary Secondary Education; Eligibility; Individualized Education Programs; School Districts; *Special Education; *State Regulation; *State Standards; Student Evaluation; Student Placement; Teacher Qualifications
IDENTIFIERS- *Michigan

This document presents the State of Michigan's administrative rules for special education including 1996 and 1997 revisions. The specific regulations are organized into 9 sections: (1)

ED 425 623 EF 005 125

Geothermal Heat Pumps Score High Marks in Schools.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Energy Management; *Geothermal Energy; Heating; Space Utilization
IDENTIFIERS- *Cost Containment; Department of Energy; *Geothermal Heat Pumps

Geothermal heat pumps (GHPs) are showing their value in providing lower operating and maintenance costs, energy efficiency, and superior classroom comfort. This document describes what GHPs are and the benefits a school can garner after installing a GHP system. Three case studies are provided that illustrate these benefits. Finally, the Department of Energy's involvement in fostering the development of a fast-growing, self-sustaining, national GHP industry infrastructure is discussed. Organizational sources for additional information are listed. (GR)

ED 425 624 EF 005 127

Capital Outlay and Exceptional Growth Programs Overview.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Educational Facilities Improvement; Elementary Secondary Education; *Government School Relationship; Program Descriptions; *Public Schools; *State Aid
IDENTIFIERS- Entitlement Programs; *Georgia

The state of Georgia provides funds to assist local school systems in meeting their needs for public school facilities. This overview examines the implementation of Georgia's Capital Outlay and Exceptional Growth Programs initiative, its implementation, the formula used to calculate each school system's entitlement earnings under both the regular Capital Outlay Program and the Exceptional Growth Program; the assessment process of the program; and program funding responsibilities by state, local, and school districts. The document concludes with forms for the scheduling of events of the local facilities plan and the capital outlay project. (GR)

ED 425 625 EF 005 130

Hattis, D. B.; Krimgold, F.; Green, M.
Seismic Mitigation Strategies for Existing School Buildings.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Earthquakes; *Educational Facilities Improvement; Elementary Secondary Education; Long Range Planning; Program

ED 425 646 FL 025 566

Marcus, Sybil
Enhancing Discussion through Short Stories.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Instruction; *Discussion (Teaching Technique); *English (Second Language); Higher Education; Instructional Materials; Literature Appreciation; Media Selection; *Oral Language; Second Language Instruction; *Short Stories; Skill Development; *Speech Skills

A teacher of English in a college-level intensive English language program describes a method for stimulating speech in high-intermediate and advanced students, using short stories. It is argued that in short stories, the themes are universal, and even shy students are willing to discuss this form of literature in class. Criteria for selecting stories are suggested: a theme that captures students' imagination; sufficient complexity to have varied interpretations; appeal for a cross-section of students; and rich vocabulary. The story should be written originally in English, and should range between two and twelve pages in length, depending on student experience. Reading the story is a homework assignment, and class discussion begins with a question about where the student's sympathies lie in the story and continues with clarification of any student misunderstandings of the plot. Discussion of cross-cultural topics and related social issues often ensues. Variation in narrative technique from story to story is recommended, and selection of some humorous stories among the serious is also encouraged. A list of stories addressing social issues, focusing on youth and age, using different writing styles, and including humor, with brief descriptions, is appended. (MSE)

ED 425 647 FL 025 617

The CATESOL Journal, 1988-1996.
PUB DATE- 90
NOTE- 1607p.; The inaugural issue of this journal has also been entered separately, see ED 311 686. For the three "theme" issues published to date, see FL 025 169, FL 025621, and FL 025623.
LANGUAGE- English
EDRS Price- MF13/PC65 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *English (Second Language); *Intercultural Communication; *Language Teachers; *Reading Instruction; *Writing Instruction
IDENTIFIERS- California

CATESOL is an acronym for the California Association of Teachers of English to Speakers of Other Languages. "The CATESOL Journal" states that it is published annually, but in some years (1994 and 1996), it has had two issues. This document consists of the first eleven consecutive issues of the journal, from November 1988 through 1996 (8 years). Periodically the journal devotes entire issues to specific themes: "Content-

ED 425 666 FL 801 274

Grognet, Allene Guss
Preparing Limited English Proficient Adults for the Workplace and the SCANS Skills.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Cultural Traits; Curriculum Design; English (Second Language); *Job Skills; *Labor Force Development; Language Minorities; Language Role; Language Usage; *Limited English Speaking; Second Language Instruction; *Sociocultural Patterns; Student Characteristics; *Student Evaluation; *Vocational English (Second Language)
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

The 1992 report of the Secretary's Commission on Achieving Necessary Skills (SCANS) and several other recent studies and publications addressing the nation's changing labor force development needs, particularly as they concern instruction in English language skills for the workplace, are discussed briefly, and five aspects of this issue often neglected are examined in greater detail: (1) the characteristics, diversity, and special needs of language minorities; (2) linguistic considerations of this diverse group, including time factors in second language learning, student readiness for content-area instruction (academic skills), and potential for mis-match of student and teacher expectations; (3) cultural considerations, particularly the differences in behavior and attitude patterns of "cultures of doing" and "cultures of being;" (4) implications of these factors for schools, specifically as they concern curriculum, program design, and classroom teaching techniques; and (5) implications for student assessment and programs accountability. Contains 17 references. (MSE)

ED 425 667 FL 801 275

Sample, Barbara
Active Listening - Information Gap. SCANS Plans Portfolio.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Class Activities; Classroom Techniques; *Interpersonal Communication; Intonation; *Listening Comprehension; *Listening Skills; Second Language Instruction; Skill Development; Verbs; Visual Aids; *Vocabulary Development; *Vocational English (Second Language)
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

A classroom activity for teaching vocational English as a Second Language to adults and focusing on development of listening comprehension is described. The exercise is based on the principles for development of workplace skills offered by the

ED 425 686 HE 031 736

Bowen, William G.; Bok, Derek
The Shape of the River. Long-Term Consequences of Considering Race in College and University Admissions.
PUB DATE- 98
NOTE- 500p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; *College Admission; Decision Making; *Educational Policy; Higher Education; Longitudinal Studies; Outcomes of Education; *Racial Factors; *Selective Admission; Tables (Data)
IDENTIFIERS- *College and Beyond Database

This book examines issues of race in college admission through analysis of data from the College and Beyond database, a study of the college careers and subsequent lives of over 45,000 students of all races who had attended academically selective universities between the 1970s and early 1990s. The book examines how much race-sensitive admissions increase the likelihood that blacks will be admitted to selective universities and demonstrates what effect the termination of these policies would have on the number of minority students attending selective institutions. The book also examines how well black students have performed academically, their career success, and their later civic and community participation. The book finds that the overall record of accomplishment by black students has been impressive and finds that arguments against considering race in admissions generally lack substance. It urges clearer articulation of the meaning of "merit" in the admissions process and the importance of fostering institutional autonomy in admissions decisions, and finds that academically selective colleges and universities have been highly successful in using race-sensitive admissions policies to advance both educational and societal goals. Appendices provide information on the College and Beyond database, methodology notes, earnings data, and additional tables. (Contains approximately 175 references.) (DB)

ED 425 687 HE 031 737

Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations under Section 504 and Title II of the ADA.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Ancillary School Services; *Assistive Devices (for Disabled); Civil Rights Legislation; *Compliance (Legal); *Disabilities; Federal Legislation; Higher Education; Postsecondary Education; *Student Personnel Services
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504)

This booklet addresses requirements under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with

ED 425 705 IR 019 160

Ely, Donald P.
An Evolution of Educational Technology: Celebrating the Syracuse Program at Fifty. Presentation Edition.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chronicles; Curriculum Development; Doctoral Programs; Educational Cooperation; *Educational Technology; Federal Aid; Federal Programs; Foreign Students; *Graduate School Faculty; *Graduate Students; Graduate Study; Higher Education; History; *Instructional Design; Instructional Development; International Educational Exchange; International Programs; Masters Programs; Outcomes of Education; Partnerships in Education; Professional Recognition; *Schools of Education
IDENTIFIERS- *Syracuse University NY

This document is a historical account of the first 50 years (1959-98) of the Syracuse University (New York) School of Education's Instructional Design, Development and Evaluation (IDD&E) program. Ten chapters cover the following topics: (1) a capsule history, including a brief review of program leaders and a decade-by-decade review of program highlights; (2) IDD&E faculty, including schools of origin, faculty role, and a faculty chronology; (3) alumni, including statistics, where former students are now, the role of graduate students as instructors and staff, international students, and books written by graduates; (4) the academic program, including curriculum development over the years; (5) academic and service programs, focusing on the coexistence of theory and practice; (6) university-wide relationships, highlighting cooperation with other departments; (7) international activities involving faculty and students; (8) sponsored programs, including federal and international contracts; (9) professional leadership and accomplishments of alumni and faculty; and (10) the contributions and potential benefits of educational technology over the past 50 years and a view to the future. Appendices include a list of graduates of the Audiovisual Education, Instructional Communications, Instructional Technology, and IDD&E program, by year and degree; and a list of current positions of graduates who responded to a 1997 survey, by field. (DLS)

ED 425 706 IR 019 161

Tillman, Mike
The Internet, Internet Curriculum Materials, and Constructivist Learning Theory.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Classification; Computer Assisted Instruction; Computer Mediated Communication; *Constructivism (Learning); Educational Technology; *Elementary School Curriculum; Elementary Secondary Education; Information Technology; *Instructional Material Evaluation; *Instructional Materials; *Internet; Resistance to Change; *Secondary School Curriculum; Student Role; Teacher Attitudes; Teacher Role;

workers' wishes for a gradual transition into retirement, make older workers financially able to vacate their posts for younger workers, and stop the practice of early retirement, thereby relieving the burden on the pension insurance system. If Germany is to maintain its success on the world market in the new global economy, unions and management must redefine their own functions and adjust their decades-old functioning social partnership accordingly. (MN)

ED 425 266 CE 076 811

Ouvry, Judith A.
Yes! You Can Get There from Here.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Aspiration; Empowerment; *Goal Orientation; High Interest Low Vocabulary Books; *Individual Development; Life Satisfaction; Motivation; *Objectives; *Self Actualization; Self Concept; *Self Esteem; Self Help Programs; *Self Motivation; Values Clarification

This book is an easy-to-read inspirational book that was written to show adult literacy students how to achieve fulfillment by taking charge of their lives. The eight short chapters of the book are printed only on the right-hand page, with inspirational quotations and space for the reader's personal thoughts on the left-hand page. Chapter titles are: (1) "A Fork in the Road"; (2) "Goal Setting Defined"; (3) "A 'Can Do' Attitude'" (4) "Get It in Writing"; (5) "Building a Support System"; (6) "Opportunity or Roadblock"; (7) "Make Your Own Road"; and (8) "Other (Michigan State Literacy Resource Center SLRC Resources." A bibliography and recommended reading section contains 19 references. (KC)

ED 425 267 CE 077 084

Australian Vocational Education & Training Statistics. Four Reports.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Apprenticeships; Contracts; *Delivery Systems; *Educational Practices; *Educational Trends; Enrollment; *Enrollment Trends; Foreign Countries; Industrial Training; On the Job Training; Postsecondary Education; Secondary Education; Tables (Data); *Vocational Education; Womens Education; Youth Programs
IDENTIFIERS- *Australia

This item consists of four separate documents covering various aspects of Australian Vocational Education and Training (VET) statistics. The first two documents, "Statistics 1996: Women at a Glance" and "Statistics 1996: Young People at a Glance," provide summary information about women and young people (15- to 24-year-olds) who undertook public funded VET in Australia in 1996. In the third document, "Statistics 1997: At a Glance,"

*Participative Decision Making; Partnerships in Education; Program Development; Program Effectiveness; Unions; *Workplace Literacy
IDENTIFIERS- Textile Industry

The Worker Education Program (WEP) provided workplace programs for 1,000 members of the Union of Needletrades, Industrial, and Textile Employees (UNITE) in Chicago, Cleveland, and Cincinnati. It was sponsored by a partnership among the Chicago Teachers' Center of Northeastern Illinois University, the Central States Joint Board of UNITE, and employers. Project outcomes included the following: provided basic workplace skills courses to UNITE members, created customized curricula based on task analysis, created an exemplary governance structure involving all stakeholders, significantly increased participants' workplace basic education skills in various ways, enhanced many workers' level of self-esteem, and created an exemplary collaborative model of workplace education that was widely disseminated. Workers increased their preparedness for continued and future employment and vastly improved their proficiency in English communication, reading, writing, math, and other work-related basic skills areas. Because of their participation, many union members were better able to face the challenges of working in a work environment undergoing changes ranging from the introduction of new technology to shifting global competition. WEP enhanced workers' skills and self-esteem in countless quantitative and qualitative ways and was a collaborative model for adult education programs because the model incorporated all the stakeholders in the decision-making process. (YLB)

ED 425 286 CE 077 502

Larson, Katherine E.
Worker Education Program 1994-97. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 60p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; *English (Second Language); Job Skills; *Literacy Education; Models; *Participative Decision Making; Partnerships in Education; Program Development; Program Effectiveness; Program Evaluation; Unions; *Workplace Literacy
IDENTIFIERS- Textile Industry

An evaluation examined the efficacy of the program structure, implementation, and outcomes of the Worker Education Program (WEP), a partnership of Northeastern Illinois University; Union of Needletrades, Industrial, and Textile Employees; and 14 employers. WEP's greatest strengths were its conceptual design, program structures, relevant worker-centered curriculum, and instructional training components. Quantitative and qualitative data indicated WEP reached its process and outcome goals to a significant degree. Workers' gains in oral and written language skills and computational ability on pre- and posttests were attributed to curriculum quality, effective instruction, and well-directed teacher training component. Improvements in workplace performance and language skills were augmented in those work sites where workplace education was an integral part

Technical Achievement. Incumbent workers and students can earn certificates in seven areas that are in high demand in Indiana's labor market and offer high-paying jobs with upward mobility. Certificates function as "open transcripts" and document application of knowledge and skill--over time and across classroom learning, work-based training, employment experience, customized training, and employer-sponsored training. Since 1996, 577 certificates have been issued; 511 updated ones have been reissued to reflect skills newly acquired; 65 implementation sites have developed 141 scenario assessments for demonstrating individuals' knowledge and skills and issuing certificates. The panel has a five-step standard-setting process: the State Technical Committee (STC) of key stakeholders within a specific occupational cluster meets with state staff to describe the anticipated 5-year direction; staff meets onsite with Incumbent Worker Groups (IWG) who conduct job task analysis; IWGs meet at regional gatherings to identify industry-wide standards; IWGs meet with Instructional Review Teams to recommend performance-based instructional practices and assessment strategies; and the STC reviews drafts of essential skills and technical proficiencies and ratifies and recommends standards for panel approval. The panel envisions greater certificate accessibility and recognition. (YLB)

ED 425 305 CE 077 571

Creating Your Life's Work Portfolio. An Interactive Career and Life Planning Workbook.
PUB DATE- 98
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Change; *Career Development; Career Education; Career Exploration; *Career Planning; Decision Making; Employment Interviews; Job Search Methods; *Portfolios (Background Materials); Resumes (Personal); Risk Management; Role; Self Employment; Self Evaluation (Individuals); Time Management; Values; Vocational Interests; Work Experience

Designed for those beginning a working life or with years of experience, this book leads the user through collecting records that document work history and affirm successes. It provides a step-by-step process to help plan one's life's work, make career decisions, and develop plans for new career directions and a structure to learn career planning steps. An introduction suggests other documents to store in the portfolio and makes suggestions for creating the portfolio, filling out worksheets, and locating assistance. Part 1 addresses information on identity: life values, personal management strategies, wellness strategies, balancing life roles, and interests. Part 2 explores what the reader has to offer, essential skills, and challenges and realities. Topics on exploring career options in part 3 include the following: the perfect job, career exploration, networking, training options, and self-employment. Part 4 focuses on career decision making, gathering information about oneself, exploring what is out there, and generating options and consequences. Topics on getting and keeping a job in part 5 include the following: plan of action, job seeking, job application, resume, cover letter, interviewing, following up, growing on the job, and evaluating progress and modifying. Most topics are followed by worksheets to complete, tear out, and store in a portfolio. These resources are listed: 3

Patterns; *Employment Practices; Employment Qualifications; Labor Market; Marketing; Parent Child Relationship; Part Time Employment; Self Employment; Trend Analysis; Work Environment; Young Adults
IDENTIFIERS- Temporary Employment

This book, which is intended for workers, parents, and managers, presents 12 new rules for success in today's radically changed workplace and explains how workers can position themselves to thrive in it. The titles and topics of the book's 11 chapters are as follows: "The New Landscape" (economic and social realities of today's workplace); "Facing the Fallout: the Unprotected Self" (new employment contracts, challenges to identity); "Talking about Your Generation: Pre-Boomers and Early Boomers"; "Late for the Feast: Late Boomers and Post-Boomers"; "Squished, Squashed, Sliced, and Diced" (workplace realities after downsizing workplace and the paradox of employed workers having too much work and unemployed workers not having enough work); and "Singing the New Career Blues" (career malaise, career angst, workplace depression); "Welcome to Temp World" (new work arrangements and career patterns); "Becoming a Career Activist" (four key principles of career management, viewing oneself as a business); "Twelve Rules for Career Success"; "Career Intelligence for Managers and Organizations" (helping workers deal with new work and career realities); and "Preparing the Next Generation: Career-Proofing Your Kids" (independence versus interdependence, avoiding early career decisions, preparing for areas of competence rather than for jobs). The book contains 114 references. (MN)

ED 425 325 CE 077 699

Evers, Frederick T.; Rush, James C.; Berdrow, Iris
The Bases of Competence. Skills for Lifelong Learning and Employability.
PUB DATE- 98
NOTE- 320p.; Jossey-Bass Higher and Adult Education Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Agricultural Education; Case Studies; *Competence; Competency Based Education; Competition; *Curriculum Development; Education Work Relationship; *Educational Needs; Educational Practices; Educational Principles; Educational Research; *Employment Qualifications; Foreign Countries; Higher Education; *Job Skills; *Lifelong Learning; Models; Program Evaluation; Questionnaires; School Business Relationship; Skill Development; Theory Practice Relationship; Undergraduate Study
IDENTIFIERS- Ontario; United States

This book, which is intended primarily for instructional development specialists, academic leaders, and faculty members in all types of postsecondary institutions, explains what skills and competencies students need to succeed in today's workplace and details how colleges and universities can strengthen the curriculum to cultivate those skills in their undergraduate students. The book is based on the research program Making the Match between University Graduates and Corporate Employers. (In this research, executives and university presidents identified technical skills essential for workplace mastery.) Chapters 1-9 discuss the following topics: the "humbling" effect of moving from college to the workplace; creating a common language about competence; managing self; communicating; managing people and tasks; mobilizing innovation and change; closing the gap between campuses and workplaces; fostering workplace skills in the college curriculum; and

This report explores one avenue for health education and promotion for audiences with low literacy levels: embedding empowerment health education directly in adult literacy programs. This approach emerged through participatory action research (PAR). The four sections correspond to the four questions around which the PAR process organizes the research. Intended audiences include public health and adult literacy practitioners, policy makers, and funders. Section I, "What is the problem?," provides multiple perspectives from public health, adult literacy education, and the target community. It cites literature supporting these concepts, summarizes research connecting literacy level and health status, and assesses social and political factors. Section II, "What are we going to do about the problem?," provides a description of how two major health education programs were carried out by a student action health team in adult literacy classrooms. Section III, "What did we learn from our action?," assesses what was learned in the programs, commonalities of findings, and how they merge to form a guiding model. The model is presented as a framework with fundamental components of empowerment health education in adult literacy. Section IV, "What do we need to share with others?," reviews research findings, implications for public health and adult literacy education policy, and recommendations for future funding. Finally, it includes suggestions for adult literacy teachers and public health educators for getting started. (Contains 140 references and instruments.) (YLB)

ED 425 343 CE 077 726

Barker, Kathryn
Comparing Work Skills Analysis Tools. Project Report.
PUB DATE- 98
NOTE- 63p.; Prepared for the British Columbia Forestry Continuing Studies Network.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Employment Qualifications; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Job Analysis; Job Skills; Literature Reviews; *Measurement Techniques; *Measures (Individuals); *Skill Analysis; *Task Analysis

This document outlines the processes and outcomes of a research project conducted to review work skills analysis tools (products and/or services) that profile required job skills and/or assess individuals' acquired skills. The document begins with a brief literature review and discussion of pertinent terminology. Presented next is a list of comparison criteria that was created by the project advisory committee and refined as the project progressed. The evaluation criteria are grouped into 10 categories: competencies (skills, knowledge, abilities) assessed by the product and/or service; producer, provider, or supplier; intended consumer; nature of the product or service; target "individual"; nature of the content; format(s) of the product or service; individual(s) involved in doing assessments; total time required; and total cost. Next, the criteria are applied to three types of tools: work skill analysis tools (Advance Skill Command, Portfolio Builder and Assessment System, SkillScape Skills Management, SkillView Power Builder Skill Inventory, and Work Keys); job skills profiling tools (Essential Skills Profile, Workplace Basic Skills Inventory); and individual assessment tools (Workplace Learning Systems, Workplace Success Skills). The report contains 25 references. Appended are the following: project and the Mediation Process," "Listening Skills," "Understanding Other People's Point of View." In session 2 "Cultural Diversity and Mediation," "Feelings," and "'I' Messages" are covered. Sessions 3 and 4 are devoted to mediation techniques and role plays, and Session 5 is a follow-up with review. Mediation techniques are taught in three phases (beginning, middle, ending) with topics such as: Help Disputants Define the Problem, Enforce the Rules, Dig for Underlying Information, Balance the Power, Break Down Larger Issues, Stay on the Subject, Point Out Areas of Agreement, and What Will Happen If.... Appendices include material on setting up a student mediation program, program forms, student training handouts, and numerous role-play protocols. (EMK)

ED 425 362 CG 028 332

Mediation Training for High School Students.
PUB DATE- 97
NOTE- 347p.; For related products from this publisher, see CG 028 329-336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Conflict Resolution; Curriculum Guides; Family Relationship; *High School Students; High Schools; Intercultural Communication; *Interpersonal Communication; *Interpersonal Competence; Listening Skills; Teaching Methods
IDENTIFIERS- *Peer Mediation

Young people need help in learning alternative dispute resolution skills at school. Teaching high school students how to understand conflict and then develop effective ways to deal with it is the purpose of this program. Designed for five 3-hour sessions using two trainers, it is organized around seven major themes: The Mediation Process, Cultural Diversity, Communication Skills, Feelings, Mediation Techniques, Dealing with Difficult Situations, Being Your Own Mediator. Guidelines for each session include a timeline for discussions, demonstration examples, role plays, and other exercises. Topics for the five sessions include: (1) "The Ball Game: What is Conflict," "What is a Mediator?" "Listening Skills," "Understanding Other People's Point of View"; (2) "Feelings," "'I' Messages," "Mediation: Phase I Techniques"; (3) "Cultural Diversity and Mediation," "Mediation: Phase II and III Techniques"; (4) "Review," "Advanced Mediation Techniques," which includes tips on separating one's interest from positions, agreeing on a fair standard, and how to make settlement the common goal; and (5) "Dealing with Difficult Mediator Partners." Appendices include material on setting up a student mediation program, student training handouts, 42 role-playing scenarios, and evaluation forms. (EMK)

ED 425 363 CG 028 333

Mediation: A Violence Prevention Approach.
PUB DATE- 97
NOTE- 274p.; For related products from this publisher, see CG 028 329-336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Curriculum Guides;

(2) "With Counselor," working on a computer with a counselor. Results are presented and discussed under "Navigation within the Program," "Problem Solving Strategies," "Counselor/Student Interaction," "Interpretation of Selection Factors," and "Fitting into the Bigger Picture of the Process." The uses of computer college searches within counseling and the nature of the counselor's role are discussed. The demographic survey form is appended. (EMK)

ED 425 383 CG 028 941

Jordan, Lisa C.; Chassin, Laurie
Protective Factors for Children of Alcoholics: Parenting, Family Environment, Child Personality, and Contextual Supports.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.; National Inst. of Mental Health (DHEW), Rockville, MD.
PUB DATE- 98
NOTE- 27p.; Poster presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; *Causal Models; Child Rearing; Children; Family Life; *Risk; Substance Abuse
IDENTIFIERS- *Children of Alcoholics

The purposes of this study were to identify factors that would ameliorate the risk for substance abuse problems among children of alcoholics (COA), and to explore mechanisms of protection, particularly the Stress-Buffering model. Protective factors for children of alcoholics were examined in a controlled study (N=386). Three possible models are reviewed. Logistic regression was used to predict alcohol and drug dependence diagnoses based on COA status, demographics, family background, parental psychiatric status, and moderators in three domains: parenting/family environment, child personality, and contextual supports. Results show that COA status, male gender, early substance involvement, and living in a single-parent home all significantly increased the odds of being diagnosed with alcohol or drug abuse or dependence in young adulthood, with COA status being the strongest predictor. In addition, family environment, child self-esteem, active coping, maternal social support to child, and positive activity involvement all moderated the effects of COA status. However, these factors generally exhibited a stronger influence on substance abuse/dependence among controls. Implications of findings are discussed. COAs are more likely to become substance abusers themselves and to exhibit a range of other maladaptive outcomes. (EMK)

ED 425 384 CG 028 942

Hinkle, J. Scott, Ed.
Promoting Optimum Mental Health through Counseling: An Overview.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 339p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

resources. Project Success Enrichment (PSE) is one exemplary program. As a model program to enrich and extend language arts, PSE was originally designed for gifted and talented students. It is now serving students in the regular classroom, special education, Chapter 1, multicultural, and at-risk students. The academic objectives and ability development objectives of PSE are listed and an introductory activity in language arts is presented. PSE also includes units in visual arts. As a statistically proven program in reading, writing, and literary analysis, PSE requires and teaches students to use higher level thinking rather than engaging in a "fill in the blanks" type of learning. (Author/EMK)

ED 425 403 CG 028 973

Gallagher, Karen S.; Gallagher, R. J. Pat
A Systems Approach to Improving Teacher Development in Kansas.
PUB DATE- 97
NOTE- 5p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Change; Elementary Secondary Education; Higher Education; Systems Approach; *Teacher Education; *Teacher Educators

At the same time that education faculty face challenges to renew and deepen their commitment to teacher education, the arenas for research, teaching, and service are also changing. New types of partnerships are emerging between universities, schools, and communities. The kind of far-reaching change that is needed to deal with new situations requires concentrated and coordinated reform that cuts across many parts of the system at once. Attempts to change only one part at a time are obstructed by the stasis of the larger system; successful improvement requires coordinated changes in all parts. The outcomes of a 5-year involvement of the School of Education of the University of Kansas in Kansas' Project Partnership is described. Purposes of the project are to: (1) promote interdepartmental collaboration; (2) assist in reorganizing departments; (3) improve the preparation of all educators to meet the diverse needs of students; and (4) develop field-based partnerships. A primary goal has been to develop a model for continuous improvement which will ensure that all teachers are prepared to address the diverse learning needs of all students in today's classrooms. The process of the experience and the involvement of faculty is discussed. (EMK)

ED 425 404 CG 028 974

Jackson, Jennine B.; Crandell, Lisa; Menhennett, Lorien
Future Problem Solving: Connecting the Present to the Future.
PUB DATE- 97
NOTE- 8p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arkansas; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Arkansas, 2,535 students in 97 public schools and 154 students in 7 non-public schools were assessed. This report describes the reading proficiency of Arkansas fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Arkansas on the NAEP reading scale was 209 compared to 212 nationwide. (CR)

ED 425 425 CS 013 315

NAEP 1994 Reading State Report for California. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maryland; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Maryland, 2,555 students in 100 public schools were assessed. This report describes the reading proficiency of Maryland fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Maryland on the NAEP reading scale was 210 compared to 212 nationwide. (SR)

ED 425 439 CS 013 329

NAEP 1994 Reading State Report for Massachusetts. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 215p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

PUB DATE- 95

NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- National Assessment of Educational Progress; *Rhode Island; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Rhode Island, 2,341 students in 92 public schools and 354 students in 17 non-public schools were assessed. This report describes the reading proficiency of Rhode Island fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Rhode Island on the NAEP reading scale was 220 compared to 212 nationwide. (CR)

ED 425 453 CS 013 343

NAEP 1994 Reading State Report for South Carolina. Trial State Assessment.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 95

NOTE- 210p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports -

Discourse; Racial Bias; *Scientific Attitudes; Sex Bias
IDENTIFIERS- *Herrnstein (Richard); *Logical Fallacies; Science
Writing

This paper describes a freshman composition course which looks at racism and sexism in science, and within which the instructor uses a 1989 "Atlantic Monthly" piece by R.J. Herrnstein, co-author with Charles Murray of "The Bell Curve." In his article, Herrnstein argues that the intelligence of the nation is declining because educated young women are not having enough children. The instructor first teaches her students about logical fallacies and sophistry, since her initial pedagogical aim is to give her students the tools to critique a bad argument. The teacher reconsiders her own practices, then defending her pedagogy and her campaign against Herrnstein as a lesson in the ethics of argument, as following in a long tradition of teaching the fallacies to promote fair play. The paper considers two essays on teaching the fallacies, those of David Hitchcock and J. Anthony Blair. The paper then examines Herrnstein's article in detail, as an example of fallacious reasoning. The paper concludes that by the end of the course, Herrnstein's vision of the future is not persuasive to all her students--the instructor's pedagogical goal of planting the seeds of distrust has been accomplished. (Contains 11 references.) (NKA)

ED 425 468 CS 216 542

Peters, William H.
Through the Looking-Glass: Preservice Teachers Find Their Voices.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Albuquerque, NM, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Field Experience Programs; High Schools; Higher Education; Methods Courses; Preservice Teacher Education; *Student Experience; *Student Journals; *Student Teachers; *Student Teaching; *Teaching (Occupation)
IDENTIFIERS- *Reflective Writing

Using Alice's experience in "Through the Looking Glass" as inspiration, this paper recounts how preservice teachers journey through their field-based experiences and gain increasing insights into the teaching profession. The paper illustrates their progression with notes from several reflective logs which will eventually become papers for a methods course. According to the paper, for one female student teacher the decision to become a secondary school English teacher was arrived at after coming to an understanding of "self" in school settings. The paper takes a male student from the first week of his log through the thirteenth week and concludes with the voice of another female preservice teacher who finds it exciting to think of participating more fully in the development of high school students as learners and as human beings. (NKA)

ED 425 469 CS 216 543

Pappas, Christine C.; Kiefer, Barbara Z.; Levstik, Linda S.
An Integrated Language Perspective in the Elementary School: An Action Approach. Third Edition.

ethics course called "Values and Choice" at the University of Alaska Fairbanks. A student survey was developed by faculty representatives from each of the disciplines offering a core course meeting the "Values and Choice" requirement. Subjects were 212 students who completed the 16-item survey. Results for all disciplines indicated that students perceived that Core objectives for the requirement were being met. Findings suggest that students rated the Communication offering (a course called "Communication Ethics") significantly higher than the other three course offerings in terms of its value to them. The "Communication Ethics" course was developed to actively engage students in examining the processes by which morality develops and ethics are shared between and within cultures. (Contains 11 references.) (CR)

ED 425 487 EA 027 631

Contracted versus District-Operated Pupil Transportation Programs: An Analysis of Cost and Program Differences. Report 96-04.
PUB DATE- 96
NOTE- 159p.; The report's appendices are bound separately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Contracts; *Cost Effectiveness; Costs; Educational Finance; Elementary Secondary Education; *Privatization; State Legislation; State Regulation; State School District Relationship; *Student Transportation
IDENTIFIERS- *Idaho

In June 1995, the Idaho Joint Legislative Oversight Committee directed the Office of Performance Evaluations to conduct an evaluation of school district pupil transportation. This report, the last in a series of four, examines the apparent cost difference between district-operated transportation programs and those that are contracted to transportation providers. The report also explains how the processes of reimbursing districts and calculating ratios used for comparative purposes affect the apparent cost difference. Data were gathered through analysis of state and district records, a survey of all 110 Idaho school districts with student-transportation programs, interviews, and visits to nine school districts. Analysis of department cost ratios suggests that contracting is more expensive than district-operated programs. However, the cost ratios do not accurately describe district efficiency. Because a detailed analysis on an individual district basis was beyond the scope of the requested evaluation, the report does not conclude that one means of providing services is more efficient than the other. The reasons for the apparent cost differences fall into four categories: different cost components, application of department rules and reimbursement practices, characteristics of district transportation programs, and calculation of district measurement ratios. Nine tables and five figures are included. A separate volume of appendices contains reimbursable cost ratios for Idaho school districts, a copy of the pupil-transportation survey, statutes and administrative rules governing pupil transportation, a sample Department of Education reimbursement claim form and instructions, and general methods for estimating effects on reimbursable cost ratios. (LMI)

ED 425 488 EA 029 175

offered here. The paper recaps the funding system prior to 1997 and describes how the previous finance system relied too heavily on local property taxes. As state aid dropped, per pupil expenditures varied widely, ranging from $2,961 to $7,726. This inequity prompted the Brigham case and led to a massive restructuring of educational finance in the form of the Equal Education Opportunities Act. The state drew on a statewide property tax, block grants, an income-sensitive property tax, new taxes, and other programs to fund these financial changes. With the funding in place, the legislature stipulated that local control was the best way to allocate the resources. This emphasis on local control was leavened by a state-curriculum framework, new assessment standards, standardized achievement tests, local goal-setting and action plans, and state standards and yearly progress reports. In the first year of the program, poor towns moderately increased their spending and richer towns cut their budgets, indicators of increasing financial equity. (Contains 15 references.) (RJM)

ED 425 506 EA 029 293

Wolverton, Mimi; Gmelch, Walter H.
Changing Our Ways: Realigning Strategy, Structure, and Systems with Mission.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; Educational Improvement; *Educational Planning; Educational Strategies; Elementary Secondary Education; Instructional Leadership; *Mission Statements; *Strategic Planning

Strategic planning ties an institution's mission to its budgeting process, thus coordinating institutional planning efforts in the face of environmental uncertainty. This paper discusses how schools must arrange those systems that determine how strategies will be aligned with the schools' underlying mission and core values. The text focuses on the efforts of one moderately-sized school district to realign its strategy-making, system development, and structure building with its underlying mission and, in the process, provide the district with more inclusive planning and more responsive and creative leadership. The school district serves 2,200 students in a university town of 8,000 permanent residents. From 1992 to 1997 the district engaged in strategic planning. Twenty-nine administrators, teachers, and community representatives gathered for a 1-day retreat and created the district's mission statement. They then derived a statement of beliefs they felt undergirded the mission statement and a set of parameters within which the district should function. To move toward the objectives, the operational structure of the district underwent a series of changes, especially to solidify governance in order to ensure coordination and efficiency in district decision-making. Other parts of the process are reported. (Contains 16 references and 2 figures.) (RJM)

ED 425 507 EA 029 294

English, Fenwick W.

paper. Implementation entailed the creation of a three-part technical assistance model, which included a series of workshops that provide an overview of the multiage/nongraded classroom model. Implementation also focused on needs assessment for those interested in this model and helped those who were interested to develop a plan of action. Efforts to offer more professional development opportunities for teachers, administrators, and parents, and the organization of a national conference on multiage education are described. Some of the highlights include critical attributes of the Michigan Multiage Continuous Progress Model; the positive influence on the advancement of multiage education in Michigan, such as instructional leadership, funding, teacher beliefs, and parent/community involvement; and negative consequences of multiage education, such as the need for professional development funding and more planning time. Appended is a copy of Michigan's grant guidelines for establishing nongraded continuous-progress programs for students. (RJM)

ED 425 525 EA 029 490

Hackney, Catherine Eggleston; Hogard, Elaine
Women in Transition: A Mission of Service.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Principals; Education Courses; *Educational Administration; Elementary Secondary Education; *Females; *Leadership Styles; Schools of Education; *Self Concept
IDENTIFIERS- *Gender Issues

This paper presents an analysis of the ecological and psychological transitions women undergo as they consider leaving the classroom for an administrative position. The report focuses on the perceptions and aspirations of women teachers who have decided to pursue positional leadership and who anticipate a career move within 2 years. For the study, 11 women who were enrolled in educational administration preparation programs participated. Data were gathered through semistructured interviews, through the analysis of journals the women kept, and through notes from their paired conversations. During the axial stage of coding three dominant themes emerged from the data: (1) the women were grounded in the necessity for affiliation; (2) the women were other-centered and prioritized the moral responsibility for the care of the relationships in their lives; and (3) the women were on a mission of service. It was concluded that the women were on a beliefs-centered mission of service bolstered by their affinity for affiliation and enabled by their responsibility for, and their accommodation of, others' needs. The findings can inform educational organizations. (Contains 24 references.) (RJM)

ED 425 526 EA 029 491

Nord, Warren A.; Haynes, Charles C.
Taking Religion Seriously across the Curriculum.
PUB DATE- 98
NOTE- 227p.
LANGUAGE- English

consisted of systematic interviews in 5 different locations around the country, with 25 principals from a cross-section of small, medium, and large schools in different communities. Three group discussions in 3 urban areas involving 15 experienced principals are also included. The material from the interviews and discussions is complemented by quantitative surveys showing the widespread patterns of the results. Two appendixes are attached: (1) characteristics of new principals; and (2) interview schedule for study of role of primary principal in 1996. (JMD)

ED 425 546 EA 029 563

Kaufman, Phillip; Chen, Xianglei; Choy, Susan P.; Chandler, Kathryn A.; Chapman, Christopher D.; Rand, Michael R.; Ringel, Cheryl
Indicators of School Crime and Safety, 1998. Executive Summary.
PUB DATE- 98
NOTE- 9p.; For the full report summarized here, see ED 423 616.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Crime; *Educational Environment; Elementary Secondary Education; Government Publications; Principals; Public Schools; *School Safety; School Statistics; Victims of Crime; *Violence
IDENTIFIERS- Department of Education; Department of Justice

This executive summary of "Indicators of School Crime and Safety, 1998" notes the structure, highlights, and the reasoning behind the full report. The string of violent incidents that occurred in the 1997-98 school year has refocused the American public's attention on school crime and safety. As the Departments of Justice and Education responded to President Clinton's request of a report on school violence with the "Annual Report on School Safety: 1998," the statistics agencies of those departments produced this companion report, which identifies a broad range of indicators on school crime and safety to be reported annually. The full report provides a profile of school crime and safety in the United States and describes the characteristics of the victims of these crimes. It is organized as a series of indicators, with each indicator presenting data on different aspects of school crime and safety. There are five sections: (1) nonfatal student victimization-student reports; (2) violence and crime at school-public school principal/disciplinarian reports; (3) violent deaths at school; (4) nonfatal teacher victimization at school-teacher reports; and (5) school environment. This executive summary provides highlights of all five indicators. The table of contents of the full report and ordering information are included at the end. (JMD)

ED 425 547 EA 029 564

Promising Practices: Progress toward the Goals, 1998. Lessons from the States.
PUB DATE- 98
NOTE- 51p.; For the 1998 National Education Goals Report, see ED 421 553.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Literacy; Educational Assessment; Educational Improvement; *Educational Objectives;

IDENTIFIERS- ERIC Digests

This digest addresses principles of planning science programs for high ability learners. It notes various evaluation reports that have reviewed needs in science learning and teaching, identified essential science concepts and processes, and evaluated teacher enhancement programs and curricula. Research on gifted learners in science is briefly reviewed, noting the effectiveness of accelerated courses for groups of students with high science aptitudes and the value of problem-based learning in teaching science to this population. The digest identifies the following important elements of a science curriculum for gifted students: an emphasis on learning concepts; an emphasis on higher level thinking; an emphasis on inquiry, especially problem-based learning; an emphasis on the use of technology as a learning tool; and an emphasis on learning the scientific process by using experimental design procedures. Teachers are urged to consider the following approaches to science curriculum reform: (1) selection of modular materials rather than basals for classroom use; (2) training of teachers in content-based pedagogy; and (3) employment of curriculum monitoring processes in schools. The Curriculum Reform Classroom Indicators checklist is attached. (DB)

ED 425 568 EC 306 826

Chambers, Jay G.
The Patterns of Services Provided to Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Finance; Elementary Secondary Education; *Expenditure per Student; Inclusive Schools; Mainstreaming; Program Costs; *Regular and Special Education Relationship; Resource Room Programs; School District Spending; Severity (of Disability); Special Classes; *Special Education; *Special Needs Students; *Student Placement
IDENTIFIERS- *Massachusetts

This paper reports the results of a study of 1,300 special education students attending 81 elementary, middle, and high schools in Massachusetts that examined the patterns of variation in services delivered to students with disabilities in relation to student characteristics. Results of the study indicate that the majority of these students spent some portion of their time in regular classrooms. Almost 57 percent of the students served were in nondepartmentalized environments and spent some portion of their week receiving services from regular self-contained classroom teachers. Many students with disabilities received special education services while in the regular classroom. In many cases, the data suggest that these special education teachers served both special and regular education students while in these classrooms. More than 34 percent of the students with disabilities in nondepartmentalized environments were served in special classes, and almost 39 percent are served by a special education resource teacher in a resource room. For the majority of students served in nondepartmentalized and in departmentalized settings, approximately one-third of the per pupil costs of serving students with disabilities are generated within the regular classroom settings. For ungraded students, the National Health Interview Survey (NHIS) that provide the number of Americans with disabilities most consistent with the ADA definition. Graphs are provided for the following information: (1) activity limitation by age and gender; (2) prevalence of impairments causing activity limitation in the United States in 1990; and (3) the number of people with disabilities in the United States in 1990 by residence. The information indicates that in 1990 there were 22.9 million people of all ages living in households that were limited in a major activity. An additional 11.9 million people are estimated to have "nonmajor" activity limitations. According to NHIS data, the three disabling impairments that rank at the top in prevalence are orthopedic impairments, arthritis, and heart disease. Finally, data from the 1990 Census indicate that 2.3 million residents of institutions could be considered to have a disability. (CR)

ED 425 586 EC 306 926

Thurlow, Martha L.; Langenfeld, Karen L. H.; Nelson, J. Ruth; Shin, Hyeonsook; Coleman, JoAnne E.
State Accountability Reports: What Are States Saying about Students with Disabilities? Technical Report 20.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 88p.; For an earlier, shorter version of this report, see ED 419 323.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Data Collection; *Disabilities; Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; School Effectiveness; Special Education; *State Programs; Student Evaluation; Student Participation

This report summarizes a study that analyzed the inclusion of students with disabilities in the accountability systems of 48 state education accountability reports and that of Washington, D.C. Extreme variability was found to exist in the reporting practices across states and there was little information on students with disabilities. Eleven states included test-based outcome data for students with disabilities in their reports and only five states produced a separate special education report. Many states include input/context and/or process indicators for students with disabilities, but few reported outcome data for these students. Finally, every state was unclear on at least one educational indicator in their accountability system and whether students with disabilities were included. The report contains the following recommendations about reporting on students with disabilities: (1) be clear about the role of students with disabilities in data and standards; (2) while special education reports can be useful in providing detailed information about students with disabilities, general accountability reports should also include information on students with disabilities; and (3) when making comparisons among schools, districts, and states, comparisons should be based on similar populations. (Contains 28 references.) (CR)

ED 425 587 EC 306 928

Ysseldyke, Jim; Krentz, Jane; Elliott, Judy; Thurlow, Martha; Thompson, Sandra; Moore, Michael general provisions (definitions and determination standards); (2) evaluation, eligibility, student assignment, and due process procedures (e.g., individualized educational planning committee participants and responsibilities); (3) administration of programs and services (e.g., designation of residency, paraprofessional personnel, and specific program rules); (4) qualifications of directors and supervisors; (5) qualifications of teachers and other personnel (e.g., specific teacher specialization qualifications and support personnel qualifications); (6) financing (e.g., source and use of funds, reimbursement of special education transportation, distribution of special education millage); (7) development and submission of intermediate school districts' plan (e.g., required content areas, joint plans, objections to plans); (8) complaints (e.g., responsibilities of agencies at all levels); and (9) records and confidentiality (e.g., access rights, hearing procedures, confidentiality safeguards). (DB)

ED 425 604 EC 306 945

Gorn, Susan
What Do I Do When...: The Answer Book on Special Education Law. Second Edition.
PUB DATE- 97
NOTE- 474p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; Decision Making; Definitions; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Individualized Education Programs; Private Schools; Public Schools; Pupil Personnel Services; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act

This book presents, in a question-and-answer format, a comprehensive guide to special education law, especially the Individuals with Disabilities Education Act (IDEA). Following a table of questions and suggestions on using the book, individual chapters cover law on the following topics: (1) eligibility (e.g., under IDEA and other laws, specific categories under IDEA, age limitations); (2) evaluations (referral, preplacement evaluations, reevaluation, and independent evaluations); (3) free appropriate public education (FAPE) (definitions, extended programming, transition services); (4) individualized education programs (IEP) (IEP development, contents, and implementation); (5) placement (placement decisions, inclusion, and placement of preschool age children); (6) related services (health care, counseling, transportation, assistive technology); (7) procedural safeguards (parental notification, consent, education records); (8) due process hearings and appeals (mediation, timelines, administrative review); (9) financial responsibility (IDEA funding, FAPE funding, funding of residential placements); (10) private school students (applicability of disability laws, public placement in private schools, parental placement); (11) discipline (in-school discipline, suspensions and expulsions); (12) judicial actions and remedies (pre-hearing issues, judicial review of civil actions); and (13) attorneys' fees (prevailing party status and calculation of fees). Tables list regulations, statute cross-references, and cases. (DB)

Descriptions; *Public Schools
IDENTIFIERS- *Retrofitting; *Risk Reduction

California provides the paradigm for lessening devastating earthquake damage in U.S. buildings. This document examines specific examples of the seismic mitigation process, a process showing that seismic retrofit in existing schools in other parts of the country are possible and could lead to more general seismic rehabilitation in other buildings. The report suggests that school facilities at risk for earthquake damage need a strategy of integrating the planning and implementation of seismic strengthening into the overall process of facility maintenance and capital improvement planning. Such a strategy is already being implemented in eight school districts in various regions of the United States. Findings from these projects suggest that jurisdictions in the United States can be categorized by a gradient of seismic awareness and the ability to act on it. California and Seattle are viewed as being the most aware and active states. The majority of the document contains appendices providing detailed case studies of the seismic mitigation activities, funding, and legal issues within the following school districts: Memphis (Tennessee); Blytheville (Arkansas); Seattle (Washington); Portland (Oregon); Ogden (Utah); and New York City (New York). (GR)

ED 425 626 EF 005 131

Zelinski, Richard W.; Gatlin, Douglas R.
Financing Energy Efficiency in Buildings. Rebuild America Guides Series.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; Energy Management; *Financial Support; Guidelines; *Money Management; *Partnerships in Education; Public Schools
IDENTIFIERS- *Cost Containment; *Rebuild America

The Rebuild America Program, a network of community partnerships of local businesses and governments organized to save money by saving energy through improvements in building energy efficiencies, provides technical and business manuals designed to meet the real-life needs of these partnerships. This document, written for organizations considering investments in energy-efficient projects, provides descriptions, definitions, and advice for implementing successful financial strategies. It describes the energy-efficiency financing options available, including energy savings performance contracts and state and utility incentives for financing energy-efficiency improvements. Appendices list Internet resources and a glossary of terms. (Contains 28 references.) (GR)

ED 425 627 EF 005 132

Guide for Planning New and Improved School Facilities in Minnesota. Revised.
PUB DATE- 88
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Based Instruction" (v5 n1 Apr 1992); "Incorporating Context in Teaching" (v7 n1 Spr 1994); "Intersegmental Articulation" (v9 n1 1996). Typical issues contain 3-5 substantive articles, 5-6 shorter practitioner-oriented "CATESOL Exchange" articles, and half a dozen book reviews. (WTB)

ED 425 648 FL 025 619

Content-Based Instruction.
PUB DATE- 92
NOTE- 186p.; First "Theme" issue of this journal. For other theme issues, see FL 025 621 and FL 025 623.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Cooperation; Cooperative Learning; Curriculum Design; Elementary Secondary Education; English for Special Purposes; *English (Second Language); Financial Support; High Risk Students; Higher Education; Instructional Materials; Interprofessional Relationship; Language Tests; Literature Appreciation; Peer Relationship; *Reading Instruction; *Relevance (Education); School Publications; Second Language Instruction; Student Motivation; Teacher Developed Materials; Teacher Education; Teaching Methods; Testing; *Vocational English (Second Language); Whole Language Approach; Workplace Literacy; *Writing Instruction
IDENTIFIERS- *Content Area Teaching

This English-as-a-Second Language (ESL) journal periodical devotes entire issues to specific issues. The theme of this issue is "Content-Base Instruction." Articles include: "Syllabus Design in Content-Based Instruction" (David E. Eskey); "How Relevant Is Relevance?: An Examination of Student Needs, Interests, and Motivation in the Content-Based University Classroom" (James F. Valentine, Jr., Lyn Margaret Repath-Martos); "Creating Content-Based Language Tests: Guidelines for Teachers" (Jean L. Turner); "Realbooks: Literature as Content in ESL Classrooms" (Marianne Boretz, Gary Colombo, Carl Friedlander, Ron Lapp, Peter Sotiriou, Bernadette Tchen); "What Is the Relationship between Content-Based Instruction and English for Specific Purposes?" (Ann M. Johns); "What Are Some Considerations for Teacher Training in Content-Based Instruction?" (Peter Master); "How Can ESL and Content Teachers Work Effectively Together in Adjunct Courses?" (Young Gee); "What Is the Relationship between Workplace Literacy and Content-Based Instruction?" (Rosemary Henze, Anne Katz); "What Do VESL and Content-Based Instruction Have in Common?" (Kathleen Wong); "Is Whole Language Teaching Compatible with Content-Based Instruction?" (David Freeman, Yvonne Freeman); "How Are Content-Based Instructional Practices Reflected in Sheltered English?" (Nina Glaudini Rosen); "What Are the Benefits of Cooperative Learning in Content-Based Instruction?" (Rocio Flores Moss); "What Is the Role of Teaching Culture in Content-Based Instruction?" (Sharon Hilles, Dennis Lynch); "How Can We Move from Comprehensible Input to Active Learning Strategies in Content-Based Instruction?" (Kate Kinsella); "How Can Thematic ESL Units Be Used in the Elementary Classroom?" (Sabrina Peck); "How Can Content-Based Instruction Be Implemented at the High School Level?" (Eva Wegrzecka-Monkiewicz); "How Does One Go About Developing Content-Based Materials for the Commercial ESL/EFL Market?"(Patricia A. Richard-Amato); "What Challenges Do Content-Based Instructors Face?" (Donna M. Brinton); and "What Options Exist for Funding Content-Based Programs?" (Marguerite Ann Snow). (MSE)

Secretary's Commission on Achieving Necessary Skills (SCANS), and addresses specific competencies outlined by that group. The description begins with specification of performance outcomes (active listening, repeating and paraphrasing, use of phrases and intonation in asking for clarification, giving instructions to another, following instructions given by another), communication teaching points (use of imperatives), SCANS competencies targeted, possible classroom configurations (pairs, small groups, whole class), and needed instructional materials. A four-part procedure for presenting and conducting the exercise is then detailed. Sample visual aids consisting of flashcards of workshop tools, pictures of occupations and jobs, and worksheets for an active listening exercise are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 668 HE 031 076

Carter, Deborah J.; Wilson, Reginald
Minorities in Higher Education. 1996-97 Fifteenth Annual Status Report.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Attendance Patterns; Black Students; College School Cooperation; Degrees (Academic); *Demography; Doctoral Degrees; *Educational Attainment; Educational Trends; Employment; Enrollment Trends; Ethnic Groups; High School Graduates; *Higher Education; Hispanic Americans; *Minority Groups; National Surveys; *Outcomes of Education; Pacific Americans; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- Current Population Survey; Integrated Postsecondary Education Data System

This report uses tables, graphs, and text to summarize 1996-97 data on key indicators of progress by minority groups in American higher education. Data sources included Census Bureau Current Population Reports, the Higher Education General Information and Integrated Postsecondary Education Data System survey reports, and surveys conducted by the Higher Education Research Institute. After an introduction and executive summary, individual chapters analyze the available data by minority group, which always includes African Americans and Hispanics and often also includes Asian Americans and American Indians. Individual chapters cover: (1) high school completion rates, (2) college participation rates, (3) educational attainment, (4) college enrollment trends, (5) degrees conferred, (6) doctoral degrees, (7) college graduation rates, and (8) employment trends. An additional section describes some innovative partnerships between universities and local public school systems that are increasing minority participation and success in college. A special focus on Asian Pacific Americans' demographic and educational trends challenges the "model minority" stereotype and discusses important differences in the educational, social, and economic circumstances of Asian Pacific American ethnic groups. (Contains 114 reference notes.) (DB)

ED 425 669 HE 031 415

Transfer Students.
PUB DATE- 98

Disabilities Act of 1990 concerning provision of auxiliary aids and services for students with disabilities at the postsecondary level. First, the relevant sections of Section 504 and Title II regulations are quoted and briefly explained. The following sections of the booklet cover the responsibilities of the postsecondary student with a disability, list examples of auxiliary aids (for example, taped texts, Braille printers, captioning, raised-line drawing kits), cite requirements concerning the effectiveness of auxiliary aids, discuss costs, and explain that the institution is not required to provide personal aids and services. The final section answers some commonly asked questions about auxiliary aids for library study, the instructor's attitude toward use of an auxiliary aid, the use of auxiliary aids during an examination, rights of foreign students with disabilities, provision of auxiliary services in helping students complete necessary forms, and requirements concerning provision of auxiliary aids and services for nondegree students. (DB)

ED 425 688 HE 031 738

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1997 - June 30, 1998.
PUB DATE- 98
NOTE- 77p.; See ED 403 800 for the 1995-96 report.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; College Graduates; *Degrees (Academic); Educational Attainment; Higher Education; *Majors (Students); Private Colleges; Public Colleges; State Colleges; State Universities
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered and student program completions for the 1997-98 fiscal year in North Dakota's 19 public and private postsecondary educational institutions. Introductory material includes an explanation of the Classification of Instructional Programs (CIP Code) system, criteria for program completion, a list of the members of the North Dakota State Board of Higher Education, basic information on each institution (address, chief administrator, and type), a chart of degree levels offered by institution, a fee schedule for North Dakota State University (tuition, fees, room and board), and a list of broad CIP program areas and corresponding CIP code. A table summarizes all programs offered, by CIP code by institution and by level of offering. A second table lists, by institution and by CIP code, the number of students completing programs. Separate breakdowns are provided for 1-year and 2-year programs, for bachelor's degree programs, and for master's degree and doctoral programs. Another table lists total numbers of North Dakota program completions by field of study for 1987-88, 1996-97, and 1997-98. (DB)

ED 425 689 HE 031 739

Harris, Sandra M.
Factors Influencing Pursuit of Higher Education: Validating a Questionnaire.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).

Teaching Styles
IDENTIFIERS- Technology Based Instruction; *Technology Integration

This paper synthesizes issues related to the Internet, Internet curriculum materials (i.e., any type of teaching material or activity that can be incorporated into the K-12 curriculum and is available on the Internet), and constructivist learning theory; it explores the use of the Internet as a constructivist environment for learning and the ramifications of technology infused constructivism. Topics discussed include: the unfiltered nature of Internet curriculum materials; categorization of Internet curriculum materials; weaknesses, strengths, and unique aspects of Internet curriculum materials; possible review and evaluation standards for Internet curriculum materials; teacher resistance to new technology; alteration of student and teacher roles; constructivist learning theory; technology infused constructivism; and Internet curriculum materials in constructivist and objectivist classrooms. (DLS)

ED 425 707 IR 019 162

Bromley, Hank, Ed.; Apple, Michael W., Ed.
Education/Technology/Power: Educational Computing as a Social Practice. SUNY Series, Frontiers in Education.
PUB DATE- 98
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advertising; Aesthetics; Community Development; Computer Attitudes; Computer Mediated Communication; *Computer Uses in Education; *Cultural Context; *Educational Practices; Educational Researchers; *Educational Technology; Educational Trends; Elementary Secondary Education; *Power Structure; Sex Differences; *Social Environment; Teaching Methods
IDENTIFIERS- Technology Integration; *Technology Utilization

This book is organized in three parts that address the following broad topics related to educational computing: discursive practices, i.e., who speaks of educational computing and how (chapters 1-4); classroom practices (chapters 5-6); and democratic possibilities, i.e., the constructive potential of the technology (chapters 7-9). Following an introduction, "Data-Driven Democracy? Social Assessment of Educational Computing" (Hank Bromley), the chapters include the following: (1) "The Mythic Machine: Gendered Irrationalities and Computer Culture" (Zoe Sofia); (2) "The Everyday Aesthetics of Computer Education" (Anthony P. Scott); (3) "Telling Tales out of School: Modernist, Critical, and Postmodern 'True Stories' about Educational Computing" (Mary Bryson & Suzanne de Castell); (4) "Computer Advertising and the Construction of Gender" (Matthew Weinstein); (5) "I Like Computers, but Many Girls Don't: Gender and the Sociocultural Context of Computing" (Brad R. Huber & Janet Ward Schofield); (6) "You Don't Have To Be a Teacher To Teach This Unit: Teaching, Technology, and Control in the Classroom" (Michael W. Apple & Susan Jungck); (7) "Control and Power in Educational Computing" (Peter H. Kahn, Jr. & Batya Friedman); (8) "Using Computers To Connect across Cultural Divides" (Brigid A. Starkey); and (9) "Learning To Exercise Power: Computers and Community Development" (Antonia Stone). Author and subject indexes are included. (Contains 347 references.) (DLS)

ED 425 708 IR 019 163

summary information about Australia's publicly funded VET sector in 1997 is presented. The fourth document, "Contract of Training Annual Statistics, 1 July 1996 to 30 June 1997" is an overview of national data related to contracts of training (including apprenticeships and traineeships) and current trends in the VET sector. The 61 tables included in the 4 documents present a wide range of facts, including the following: the nearly 630,000 women who undertook VET in 1996 represented 47.5% of Australia's VET clients; each woman spent an average of 210 hours in VET programs, with young women averaging more hours than their male counterparts (335 and 284 hours, respectively); young people represented 37.5% of VET clients in 1996, and they spent an average of 309 hours in VET programs each; in the 10 years from 1988 to 1997, the number of clients in VET increased by 53%.; and in 1996-1997, the number of clients in contracts of training was up 10.9% from the previous year. (MN)

ED 425 268 CE 077 146

Journal of Business and Training Education, 1998.
PUB DATE- 98
NOTE- 87p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business Administration; *Business Education; Business Skills; *Cultural Differences; *Distance Education; On the Job Training; Postsecondary Education; Publications; *Publishing Industry; Secondary Education; *Total Quality Management; Writing for Publication; *Writing Instruction

This seventh issue of a national refereed journal in business and training education contains the following articles: "Integrating Cultural Diversity into Business Classes at the Secondary Level" (M. Marie Dent, Glynna E. Morse, Melinda M. McCannon); "Using Student Quality Teams/Total Quality Management to Improve Teaching and Learning" (Wayne A. Moore); "Improving the Learning Environment During Corporate Distance Education: Some Theoretical Perspectives" (James F. Moshinskie); "Improving Business Writing Quality with a Process-Based Participative Approach" (Jensen J. Zhao, Daniel Wunsch); and "The Cabell's Directories of Publishing Opportunities" (David W. E. Cabell). Articles include abstracts and references. (KC)

ED 425 269 CE 077 179

Valentine, Tom, Ed.; Sandlin, Jenny, Ed.
Helping Learners Build Stronger Personal Relationships.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 98
NOTE- 10p.; For related documents, see CE 077 180-181.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Classroom Techniques; Conflict Resolution; *Family Relationship; Internet; *Interpersonal Competence; *Interpersonal Relationship; Learning Activities; Lesson Plans; *Literacy Education; *Love; *Writing (Composition)

This document, which was developed to assist individuals working of human resource training and quality improvement operations. Interview and case study data from plant supervisors, workers, teachers, and staff confirmed previous findings of significant improvements in numerous communication, math, and workplace competencies. WEP had excellent potential to serve as a model for designing and implementing other WEPs due to its comprehensive framework to guide the program, collaborative workplace education planning, worker-centered and holistic curriculum and instructional approaches, formative evaluation for program improvement, and broadening the concept of workplace education. (YLB)

ED 425 287 CE 077 503

Garcia, Paula; Sharma, Shobha; Wilson, Sallie
Workplace English as a Second Language Curriculum Guide for Juno Lighting, Inc.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 20p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Course Content; Curriculum Guides; Labor Education; Learning Activities; Listening Skills; Literacy Education; On the Job Training; Reading Instruction; Second Language Instruction; Speech Skills; Teaching Methods; *Vocational English (Second Language); *Whole Language Approach; *Workplace Literacy; Writing Instruction
IDENTIFIERS- Textile Industry

This curriculum guide was developed for a 150-week worker-centered, holistic course in language skills (reading, writing, listening, and speaking) for workers at the Juno Lighting plant in Chicago, many of whom are immigrants from Mexico, Guatemala, and other Latin American countries. The curriculum is a guide to lesson planning and topic development. Objectives, vocabulary, language skills, lesson ideas, and suggested materials are included with each unit. The units center on the following 16 themes: describing job steps; tools and their uses; giving instruction and asking for clarification; describing defects; reporting a problem; attendance policy and point system; making requests; calling in sick (body parts, describing illness); accidents at work; safety rules; mathematics and numbers; understanding paychecks; forms at work; union benefits; review; and posttesting. (KC)

ED 425 288 CE 077 504

Sharma, Shobha
Math Curriculum for the Apparel Group Ltd. (ENRO).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 12p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

associations, 20 books, 4 software packages, and 7 videos. (YLB)

ED 425 306 CE 077 584

Youth Works Final Report. Youth Works-Americorps Final Report. Report to the Legislature.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Federal Legislation; Higher Education; National Programs; Older Adults; Program Descriptions; *Program Effectiveness; *School Community Relationship; *Service Learning; *State Programs; Student Participation; Student Volunteers; *Youth Programs
IDENTIFIERS- *AmeriCorps; *Minnesota

This document consists of a 1996-97 final report of Youth Works*AmeriCorps (YW*AC) and a supplemental report with information collected by the Minnesota Department of Children, Families, and Learning. The final report provides information on the third year of collaboration among the Minnesota Commission on National and Community Service, individual YW*AC programs, and University of Minnesota Evaluation Team across five reporting areas: demographic profile of Members, services provided to the state, impact of service on members, efforts to improve capacity for self evaluation and reporting within programs, and cost benefit analysis. Positive results are cited: Minnesota has a diverse, gender-fair, well-educated corps; services to Minnesotans are increasing each year; the service experience continues to have a significant impact on members; and programs continue to operate in a cost-effective manner. The second report provides material on the Minnesota Commission on National and Community Service, describes service program partners, and profiles YW*AC. It includes overviews of the following YW*AC programs: Minneapolis Public Schools/Community Education; St. Paul Future Force; Minnesota Conservation Corps; Minnesota Department of Economic Security: MN Serve; Multicultural Communities in Action: Neighborhood House; Pillsbury Neighborhood Services; Partners in Service to America: Red Lake Tribal Council; Southern Minnesota YW*AC; Twin Cities Youth and Housing Initiative; Volunteers in Service to America; and national AC programs for seniors, K-12, and higher education. (YLB)

ED 425 307 CE 077 587

EMS Instructor Training Program. National Standard Curriculum. Instructor Guide. Student Guide.
PUB DATE- 96
NOTE- 1384p.
LANGUAGE- English
EDRS Price- MF11/PC56 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Course Content; *Emergency Medical Technicians; *Inservice Teacher Education; Learning Activities; *Medical Services; *National Standards; Occupational Information; On the Job Training; Teaching Guides; Training Methods; *Workplace Literacy
IDENTIFIERS- *National Highway Traffic Safety Administration

building on collegiate learning in the workplace. The following case studies constitute chapters 10-12: "Teaching World of Work Skills within a Degree Program: Ontario Agricultural College" (Andre Auger); "Listening to the Customer: External Assessment of Competencies at Babson College" (Joseph R. Weintraub, James M. Hunt, William S. Brown, Constance G. Bosse, Stephen J. Schiffman); and "Cultivating Competence to Sustain Competitive Advantage: The Bank of Montreal" (James Logan). Appended are the Making the Match year 3 questionnaires (skill sections) for students, graduates, and managers. The book contains 136 references. (MN)

ED 425 326 CE 077 700

Koki, Stan
Integrating Academic Standards and Workplace Skill Standards for a Unified Education System. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.; "Adapted...from "Preparing Students for The Twenty-First Century," A National Governor's Association Issue Brief."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Education Work Relationship; Educational Needs; Educational Trends; Employment Qualifications; *Integrated Curriculum; *Job Skills; Needs Assessment; Secondary Education; *Systems Approach; Trend Analysis; *Vocational Education

Academic standards describe the knowledge and skills that students should acquire while in traditional academic disciplines. Workplace skill standards define the knowledge and skills required to work successfully in a particular field or occupation. Standards are being generated from reform efforts to promote standards-based education and efforts to develop school-to-work transition skills. Educators are recognizing that academic standards and workplace skill standards can be combined in an integrated curriculum or a unified education system. In a unified education system, all students remain in the same educational setting for most of their schooling and have the opportunity to focus on workplace skills and/or further education. Instruction emphasizes the integration of workplace and academic skills and occurs in the setting most appropriate for learning academic and workplace skills. States and Pacific governmental entities wishing to create unified education systems need to do the following: identify the overlap between academic and workplace skill standards; establish explicit connections between both sets of standards; and work to overcome three categories of barriers (tradition, college admissions policies, and public resistance). There is no one "right" way to create a unified education system. The key to upgrading the achievement of all students is comprehensive, "whole school" revitalization. (MN)

ED 425 327 CE 077 701

Gerlicher, Cathie
Women in the Working World--From Welfare to Leadership.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

advisory committee members list, sample skills lists; and initial list of work skills analysis tools.(MN)

ED 425 344 CE 077 745

Progress of Operating Agencies in Implementing "High Skills, High Wages," Washington's Comprehensive Plan for Workforce Training and Education. A Report to the Legislature. July 1996-June 1997.
PUB DATE- 97
NOTE- 27p.; For 1995-1996 report, see ED 413 519; for 1997-1998 report, see CE 077 746.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Educational Planning; Employer Attitudes; Employment Patterns; Employment Projections; Futures (of Society); *Job Skills; Job Training; *Labor Force Development; Labor Needs; Postsecondary Education; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Washington

During 1996-97, state agencies in Washington worked to implement the state's High Skills, High Wages Plan for Workforce Training and Education, focusing on seven most urgently needed actions to ensure that the people of the state succeed in an economy that requires ever higher levels of skill and knowledge. The seven actions are the following: (1) implement continuous improvement throughout the workforce training and education system; (2) increase capacity of the work force training and education system; (3) implement school-to-work transition; (4) vertically integrate the workforce training and education system; (5) increase public awareness of workforce training and education issues and initiatives; (6) make welfare reform work; and (7) connect workforce training and education with economic development. During the 1997 fiscal year (July 1996-June 1997), progress was made toward those goals, in cooperation with private sector partners and other state agencies. Much work remained to be done, however, with the biggest challenges for the next year expected to include continued work to establish a school-to-work transition system for high school students; infusing the performance management for continuous improvement system throughout the agencies and programs of the workforce development system; and vertically integrating the elements of the workforce training and education system to meet the needs of employers, workers, and the economy for workforce training. (KC)

ED 425 345 CE 077 746

Progress of Operating Agencies in Implementing "High Skills, High Wages," Washington's Comprehensive Plan for Workforce Training and Education. A Report to the Legislature. July 1997-June 1998.
PUB DATE- 98
NOTE- 30p.; For 1995-1996 report, see related documents, see ED 413 519; for 1996-1997 report, see CE 077 745.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Educational Planning; Employer Attitudes; Employment Patterns; Employment Projections; Futures (of Society); *Job Skills; Job Training; *Labor Force Development; Labor Needs; Postsecondary Education; Secondary Education; *Statewide Planning; *Vocational Education

Intercultural Communication; *Interpersonal Communication; *Interpersonal Competence; Listening Skills; Prevention; Secondary Education; *Secondary School Students; Teaching Methods; Violence
IDENTIFIERS- *Peer Mediation

Young people need help in learning alternative dispute resolution skills. A program that aims to do this, set in a context of preventing violent behavior, is presented here. It is structured into sixteen 45-minute sessions which can be presented by one teacher. The training is organized around the following seven themes: The Mediation Process, Cultural Diversity, Communication Skills, Feelings, Mediation Techniques, Dealing with Difficult Situations, Being Your Own Mediator. Complete guidelines for each session include a timeline for demonstrations, discussions, role plays and other exercises. Topics for sessions include: "Ways We Deal with Conflict," "The Mediator and the Mediation Process," "Being Your Own Mediator," "Active Listening," "Feelings," "'I' Messages," and "Brainstorming." Some of the mediation techniques presented here include: help disputants define the problem, enforce the rules, dig for underlying information, balance the power, break down larger Issues, stay on the subject, point out areas of agreement, what will happen if.., suggest options for settlement, agree on a fair standard, and dealing with difficult situations. Appendices include material on supervising role plays, 29 role-play scenarios, and training handouts. (EMK)

ED 425 364   CG 028 334

Everyday Conflicts, Creative Solutions: A Conflict Manager Training Video for Elementary School Children. Videotape .
PUB DATE- 97
NOTE- 0p.; For related products from this publisher, see CG 028 329-336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Conflict Resolution; Curriculum Guides; Elementary Education; *Elementary School Students; Family Relationship; *Interpersonal Communication; Interpersonal Competence; Listening Skills; Teaching Methods
IDENTIFIERS- *Peer Mediation

Children need to learn and to use alternative dispute resolution skills. Ways in which to instruct young people in these skills are detailed in this leader's guide and accompanying video. After outlining the conflict management process, the text describes how to use the video. The video, which shows students what mediation is, opens with a typical dispute between a boy and his little sister, which the parents handle using "Arbitration." The boy then goes to school and gets into a similar dispute with another student on the playground. Student conflict managers help the two work out a solution to the problem. The video coordinates with Conflict Resolution Unlimited programs at the point of the topic "What is a Conflict Manager?" and it may also be used with students to model conflict management techniques or to serve as an introduction for adults to the school's conflict resolution program. (EMK)

ED 425 365   CG 028 335

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Diagnosis; Counseling; *Counseling Techniques; *Mental Health; Prevention; *Psychology
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders
A broad selection of topics representing important aspects of mental health counseling are presented in 56 brief articles. Part 1, "Overview: The Evolution of Mental Health Counseling," provides definition and a discussion of training and certification. Other chapters address the history, development, and future of the field, freedom of choice issues, and prevention. Part 2, "Client Focus in Mental Health Counseling," offers articles on mandated clients, sexual harassment in the workplace, homophobia, male couples, infertility, prevention with at-risk students, children in the aftermath of disaster, family therapy for anorexics, Dialectical Behavior Therapy counseling, stress, adult survivors of childhood sexual abuse, mediation with victims and offenders, developmental counseling for men, teenage parents, and student athletes. Part 3, "Multiculturalism in Mental Health Counseling," addresses the importance of a multicultural perspective, multicultural counseling in mental health settings, and the competency and preparation of counselors. Part 4, "Special Emphases in Mental Health Counseling," discusses topics including pastors as advocates, religious issues, death and loss education, wellness, outdoor adventure activities, managed care, and consultation. Part 5, "Psychodiagnosis in Mental Health Counseling," covers the "Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition" (DSM-IV) diagnoses with 22 brief chapters on specific diagnoses or diagnostic groups. A summary and list of resources including information about searching ERIC are provided. (EMK)

ED 425 385 CG 028 943

Orias, John; Leung, Lisa; Dosanj, Shikha; McAnlis, JoAnna; Levy, Gal; Sheposh, John P.
Personal Striving Level and Self-Evaluation Process.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; College Students; Goal Orientation; Higher Education; Self Actualization; Self Esteem; Self Evaluation (Individuals); *Self Motivation
Three studies were conducted to determine if goal striving level was related to accurate self-knowledge. The purpose of the research was to determine if the tendency of high strivers to confront stressful stimuli extends to self-evaluation processes. Three experiments were designed to investigate whether high strivers differ from low strivers in their inquires about possession of certain personality traits. It was reasoned that high strivers would choose more diagnostic questions in their quest for self-understanding. Study 1 tested the relationship between striving level and choice of diagnostic information. Self-esteem was measured as a moderating variable. Studies 2 and 3 also examined the relationship between striving and information preference; in addition, the motives underlying the self-evaluation process

DESCRIPTORS- Change Strategies; *Creative Thinking; Elementary Secondary Education; *Problem Solving

To survive in the 21st century, today's student must develop the thinking skills necessary to adapt to a transforming world and learn how to be a creative problem solver. Future Problem Solving (FPS) prepares the student of today for tomorrow through an educational program that enables students to apply a constructive, deliberate process for solving problems. The FPS approach, based on the Creative Problem Solving (CPS) framework, has three components: (1) understanding the problem; (2) generating ideas; and (3) planning for action. FPS provides competitions for which students identify a real-life need and use the FPS model to create a solution. As a curriculum program, FPS provides a framework for solving complex, real-life challenges. The foundation tools of the CPS process, creative thinking and critical thinking, must both be employed for the results to be productive. In July 1997, four Arizona FPS students and the Arizona FPS affiliate director presented FPS at the China-U.S. Conference on Education in Beijing. This paper describes the renewed partnership of FPS and CPS, student interpretations of FPS, and an overview of the Chinese and American students' problem-solving activity. (Author/EMK)

ED 425 405 CG 028 975

Martin, Arlene; Trueax, June
Transformative Dimensions of Mentoring: Implications for Practice in the Training of Early Childhood Teachers.
PUB DATE- 97
NOTE- 15p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mentors; Models; *Preschool Education; *Preschool Teachers; Professional Development; *Teacher Improvement

A qualitative study of the perceptions of mentoring by early childhood teachers provides evidence for the concept of transformation for both mentor and protege in their personal and professional development. The concept of mentoring in early childhood education is presented as a viable strategy in the effort to professionalize early childhood staff. The broad research question asked was: "What does a mentoring experience mean to a mentor and a protege?" An interview strategy was applied and questions were developed; coding of interviews is discussed. A model of transformation through mentoring relations, derived from the research findings, is presented. Dimensions identified as integral to the mentoring process at different stages are discussed. The second level of data analysis generated five major themes that provide a structure for the development of relationships. Themes identified are: (1) mentoring builds a foundation for growth and change; (2) mentoring promotes personal development; (3) mentoring promotes professional growth; (4) mentoring changes both mentors and proteges; and (5) mentoring provides benefits to both mentors and proteges. Findings are summarized and implications are discussed. (EMK)

ED 425 406 CG 028 976

Magnin, Michele Claude
The Building: An Adaptation of Francis Debyser's Writing Project.

Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *California; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In California, 2,252 students in 97 public schools were assessed. This report describes the reading proficiency of California fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in California on the NAEP reading scale was 197 compared to 212 nationwide. (CR)

ED 425 426 CS 013 316

NAEP 1994 Reading State Report for Colorado. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Colorado; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment

DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Massachusetts; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Massachusetts, 2,517 students in 99 public schools and 302 students in 15 non-public schools were assessed. This report describes the reading proficiency of Massachusetts fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Massachusetts on the NAEP reading scale was 223 compared to 212 nationwide. (SR)

ED 425 440   CS 013 330

NAEP 1994 Reading State Report for Minnesota. Trial State Assessment.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 95

NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Minnesota; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *South Carolina; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In South Carolina, 2,707 students in 102 public schools were assessed. This report describes the reading proficiency of South Carolina fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in South Carolina on the NAEP reading scale was 203 compared to 212 nationwide. (CR)

ED 425 454 CS 013 344

NAEP 1994 Reading State Report for Tennessee. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Tennessee; Trial State Assessment (NAEP)

PUB DATE- 99
NOTE- 406p.; For the second edition, see ED 375 398.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Action Research; Elementary Education; *Integrated Curriculum; Junior High Schools; Language Acquisition; *Language Arts; Middle Schools; Reflective Teaching; Student Evaluation; Teacher Student Relationship; *Thematic Approach
IDENTIFIERS- Kidwatching

This updated third edition is a handbook for teachers to bring the reflective inquiry emphasis of integrated curriculum theory to life in the elementary and middle school classroom. It takes an action approach to implement theory and practice in educating students for a democratic, multicultural society. The five major interrelated emphases in the book are: a social, functional view of language and language learning; ideology; important content should be included in thematic units; student-inquiry is the core of children's learning; and integrated language teachers are passionate, collaborative, reflective teachers. After an introduction, chapters in the book are: (1) The Theory of the Integrated Language Perspective; (2) Children and Teachers in an Integrated Language Classroom; (3) Planning Thematic Units; (4) Prototypes for Integrated Language Classrooms; (5) More Ideas To Integrate the Curriculum; (6) Learning about Written Language; (7) More How-To: Action Approaches in Integrated Language Classrooms; (8) Learning Kid-Watching Procedures and Techniques; (9) Evaluation and Accountability; and (10) Developing an Antiracist, Multicultural Community. Each chapter includes references and, where appropriate, lists of children's literature. Guidelines for teacher inquiry are attached. (RS)

ED 425 470 CS 216 544

Cornett, Claudia E.
The Arts as Meaning Makers: Integrating Literature and the Arts throughout the Curriculum.
PUB DATE- 99
NOTE- 464p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dance Education; *Drama; Elementary Secondary Education; *Integrated Curriculum; Lesson Plans; *Literature Appreciation; *Music Education; Units of Study; *Visual Arts

An introductory text for preservice education majors or practicing classroom teachers new to the concept of integrating the arts, this book helps teachers meaningfully integrate literature, art, drama, dance, and music throughout the curricular area by providing a basic arts knowledge base, clear reasons for integration, and specific arts integration principles. It includes actual teacher stories, lesson plans, tools to plan original lessons and units, and compendia of seed starter strategies in chapters for each art and a separate chapter in integrating the arts with other arts. Differentiated instruction is addressed throughout the book using a model to particularize instruction by 10 different adjustments to meet the diverse needs of students. Chapters in the book are: (1) An Introduction to Teaching with, about, in, and through the arts;

Carnevale, Anthony P.; Kimmel, Ernest W.
A National Test: Balancing Policy and Technical Issues.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Elementary Education; Grade 4; Grade 8; *Mathematics Achievement; *National Competency Tests; *Reading Achievement; *Test Construction; *Test Results
IDENTIFIERS- *Clinton (Bill)

President Clinton, like President Bush before him, has challenged the nation's schools to participate in a rigorous national test of each student's reading skills at grade 4 and mathematics skills at grade 8. Tests would be voluntary and administered by private testing companies. They would allow parents to judge the adequacy of their child's school and to compare their child's performance to that of every other child in the country and in the world. Currently, only 40 percent of American children meet basic reading standards in the fourth grade, and only 20 percent have studied algebra by the eighth grade, compared to 100 percent in many other countries. Proponents see national tests as critical levers to raise the quality of American schooling. Critics contend that testing should be associated with an affirmative strategy to provide all students with learning opportunities. The idea of national tests challenges traditions of local control, the states' role, and use of existing standardized testing programs. Plus linkages to the National Assessment of Educational Progress (NAEP) could be problematic. Also, the greater the consequences, the greater the pressure on test validity, security, and technical quality. High-stakes accountability actions and decisions should reflect multiple kinds of evidence. Test design challenges include adaptation, reliability, performance benchmarks, scoring, reporting results, disclosure, and security. (Contains 32 endnotes.) (MLH)

ED 425 489 EA 029 221

Mangubhai, Francis
How Can Chapaati Be Transformed into Bread? Or How Innovation Can Founder on the Rock of Established Practices.
PUB DATE- 97
NOTE- 15p.; Paper presented at the International Conference on Educational Innovation for Sustainable Development of UNESCO-ACEID (3rd, Bangkok, Thailand, December 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Foreign Countries; *Instructional Innovation; *Second Language Instruction
IDENTIFIERS- United Nations Economic and Social Council

Although the efficacy of educational innovation has basic implicit assumptions, this paper argues the need for contextual conditions such as curriculum, resources, teacher competence, and educational infrastructures as a point of departure for predicting the potential success of a proposed innovation. A discussion of the fundamental dynamics of change is followed by an examination of two educational projects that were not entirely successful. The paper concludes that an incremental

Using Techniques of Deconstruction in Analyzing Problems in Educational Administration.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; *Content Analysis; *Educational Administration; Elementary Secondary Education; Evaluation Methods; Instructional Leadership; Literary Criticism; *School Administration
IDENTIFIERS- *Deconstruction

The use of deconstruction requires the belief that human thought swims in a language system that operates according to rules independent of the thought being expressed. This paper discusses the merit of using deconstruction in educational administration. Since educational administration is dependent upon language use, it is essential that those ideas that are "seen" and those that remain "hidden" in the language be explored. Deconstruction challenges assumptions in the language and explores the hidden contradictions in expressions. It is a tool for investigating textual meanings and the larger narratives that govern a discipline or a field of study. Deconstruction is a double reading of a text, where the first reading establishes the text's dominant interpretation and the second reading locates contradictions to that dominant perspective. It can be used to analyze the silences or gaps in a text and it can help locate prior ideas or concepts. For example, in deconstructing the concept of the school climate, it can be shown that nearly all modern educational administration texts draw on a model of organizational climate that was created from studies of bomber commanders and crew satisfaction. The model itself is rarely criticized for its contradictions and circularities. (Contains 31 references.) (RJM)

ED 425 508 EA 029 295

Solomon, Pearl Gold; Wyatt-Ortiz, Libby; Goldman, Nancy
Designing Curriculum That Responds to the Recent Agenda for Change: Teachers Try the Upside Down Tree.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Educational Change; *Educational Development; Elementary Secondary Education; Faculty Development; Instructional Development; Models
IDENTIFIERS- Design Down Approach; Upside Down Tree Design

The Upside Down Tree Design (UDT) shows how teachers can use curriculum planning to improve academic standards. UDT employs the "design down" approach, where the design of the curriculum is arranged down from the general to the specific, but the delivery of the curriculum is presented up from specific to the general. The text explores the need for bringing a comprehensive-design process to clarify planned school

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Controversial Issues (Course Content); Elementary Secondary Education; Ethical Instruction; Moral Development; *Public Schools; *Religion; *Religious Education; State Church Separation
IDENTIFIERS- Secularism

This book presents an overview of the interplay of religion and public education. The book states that schools must take religion seriously, and it outlines the civic, constitutional, and educational frameworks that should shape the treatment of religion in the curriculum and classroom. It examines religion's absence from the classroom and the growing consensus over the incorporation of religion in the schools, using the principles of this consensus and its implications to analyze their effects on the curriculum. Part 2 discusses the role of religion in elementary education, moral education, and secondary school courses in history, civics, and economics, literature and the arts, and the sciences. One chapter is devoted to religion courses; those that deal with the Bible, with world religions, and with the relationship of religion to moral education and sex education. To clarify the context of religion and education, the new national education standards' position on religion is described. It is argued that schools teach students to think about matters that are religiously controversial in exclusively and uncritically secular ways. (Contains 70 references and an index.) (RJM)

ED 425 527 EA 029 493

Reddick, Thomas L.; Peach, Larry E.
Issues Concerning School Violence in Middle Tennessee Schools.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Tennessee Tech University Annual Leadership Conference (Cookeville, TN, June 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Educational Environment; Elementary Secondary Education; *Prevention; Principals; *School Security; Student Problems; *Violence
IDENTIFIERS- Tennessee

School violence and related disruptions have become common occurrences in American schools. This paper examines how violence is manifesting itself in schools. The report offers the results of a study in which a survey was administered to the schools in the midstate area of Tennessee. The survey were created in consultation with school resource officers and were distributed to 202 public school principals. Results, based on 146 returned questionnaires, show that 94 percent of the principals reported that an official safety plan was in place. All principals reported that their respective school boards had discussed the issue of school violence and were concerned about the problem. Most principals believed that many violent altercations among students originated off school grounds, but there was little evidence of significant levels of gang-related activity in the schools. Almost two-thirds of the principals stated that illegal drug use was evident in their schools; 70 percent reported no weapons being confiscated during the past year; 83 percent believed that "zero tolerance" policies had

Elementary Secondary Education; Mathematics Achievement; *National Standards; Parent Participation; *Performance Based Assessment; *Policy Formation; Resource Materials; School Safety; Science Education; *State Officials; Success; Teacher Education
IDENTIFIERS- *National Education Goals Panel
Throughout 1998, the National Education Goal Panel conducted interviews with policymakers in the states that have made top improvement and performance on indicators of progress toward the national education goals. State officials told the story behind the data and what they consider to be the reasons for their success. Their stories are intended to help other states contending with similar issues. The report is divided into nine sections, the first eight of which each represent a national education goal: (1) Ready To Learn; (2) School Completion; (3) Student Achievement; (4) Teacher Education; (5) Mathematics and Science; (6) Adult Literacy; (7) Safe Schools; (8) Parental Participation; and (9) Progress Across the Goals. For each goal, the information includes objectives, an indicator, data on states' performance, lists of highest performing and most-improved states, profiles of two or three top-performing states, and lessons learned. The final section describes similarities in the success of North Carolina and Texas, two states that made the most progress across the goals. Similarities include leadership from the business community, statewide standards and assessments, computerized feedback systems, increased local flexibility with accountability, and a shift in resources to disadvantaged students. Resources for further reading in each of the goals are presented at the end. (JMD)

ED 425 548 EA 029 565

Impact of the Civil Rights Laws.
PUB DATE- 99
NOTE- 11p.; For 1997 edition, see ED 414 634.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Discrimination; *Civil Rights; *Civil Rights Legislation; Disability Discrimination; Elementary Secondary Education; *Equal Education; Higher Education; Racial Discrimination; Sex Discrimination; *Social Discrimination
IDENTIFIERS- Department of Education
In the last 3 decades, Congress has enacted a number of civil rights statutes that prohibit discrimination on the basis of race, gender, disability, and age in educational programs and activities receiving federal financial assistance. These laws represent a national commitment to end discrimination in education and mandate bringing the formerly excluded into the mainstream of American education. As efforts are continually geared toward effective enforcement of the civil rights laws, it is important to look at the impact of the laws on students facing discrimination who attend elementary and secondary schools, and colleges and universities. This fact sheet provides indicators of progress in removing racial, gender, disability, and age barriers to equal educational opportunity at the national, state, and local levels. Examples of progress include: the dropout rate of African-American students (age 16 to 24) declined from 20.5 percent in 1976 to 13.0 percent in 1996; the average score of females on the mathematics section of the Scholastic Assessment Test increased 23 points between 1982 and 1998; in the 1994-95 school year, the percentage of

this percentage of expenditure accounted for in the regular setting falls to around 7 percent. Although only small percentages of students are involved, it appears that often students with more severe disabilities receive other specialized or extended care services from nurses, health professionals, personal nurses, aides, or other family counseling and social services. (CR)

ED 425 569 EC 306 827

Asthma Education: An Integrated Approach. Ideas for Elementary Classrooms.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asthma; *Child Health; Chronic Illness; Curriculum Guides; Elementary Education; *Etiology; Incidence; Lesson Plans; Peer Acceptance; Special Health Problems; *Symptoms (Individual Disorders); Units of Study
IDENTIFIERS- *Disability Awareness

This manual contains lesson plans for teaching all children how to monitor their own health and for teaching children with asthma how to play a role in the management of their condition. Each lesson plan is compatible with existing traditional elementary curricula for math, science, health, or language arts. After an introduction that discusses the incidence of childhood asthma and provides questions and answers about the asthma teaching unit, the next section contains some basic background information about asthma, including its symptoms, triggers, and treatments. Information about using the peak flow meter (a small, hand-held tube that measures the ability of the lungs to exhale air) as an asthma teaching tool is provided. The next section contains introductory math, language arts, and science lesson plans. All of the lesson plans contain activities to engage students and include enhancement ideas to expand the lessons. Many of the lessons provide accompanying camera-ready worksheets found in the next section. The last section contains organizations that can be contacted for more information about asthma, as well as listings of: books, guides, curriculum and videos for teachers; books for children; and videos for children. (CR)

ED 425 570 EC 306 828

Meeting the Needs of Youth with Disabilities: Handbook on Supplemental Security Income Work Incentives and Transition Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

NCEO Framework for Educational Accountability: Post-School Outcomes.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *Accountability; Citizenship; Coping; *Disabilities; *Educational Assessment; Family Involvement; *High School Graduates; Individualized Education Programs; Input Output Analysis; Life Satisfaction; Literacy; *Outcomes of Education; Physical Health; *School Effectiveness; Secondary Education; Special Education; Student Participation; Transitional Programs; Well Being
IDENTIFIERS- Alternative Assessment; Individualized Transition Plans; Individuals with Disabilities Education Act; National Center on Educational Outcomes

The National Center on Educational Outcomes (NCEO) has developed a framework for educational accountability that specifies outcomes and indicators for six developmental levels (ages three and six, grades four, eight, and twelve, and post-school). The framework is designed to be used for the development or revision of district and states assessment and accountability systems. The framework can also be used to design alternate assessment systems and guide the Individualized Educational Program planning process for students with disabilities, ensuring that individual goals are comprehensive and aligned with state and/or district standards. This document focuses on outcomes and indicators for the post-school individual. Checklists are provided for the following domains: (1) academic and functional literacy; (2) physical health; (3) responsibility and independence; (4) citizenship; (5) personal and social well-being; (6) satisfaction; (7) participation; (8) family involvement; and (9) accommodation. It also examines the relationship between the NCEO framework and the SCANS Skills and Competencies, and the NCEO framework compared to transition components required under the Individuals with Disabilities Education Act. Appendices include the SCANS Skill and Competencies and describe the domains, indicators, and source of information that can be adopted or adapted for use in system-wide or individual accountability. (CR)

ED 425 588 EC 306 929

Ysseldyke, James E.; Thurlow, Martha L.; Kozleski, Elizabeth; Reschly, Daniel
Accountability for the Results of Educating Students with Disabilities: Assessment Conference Report on the New Assessment Provisions of the 1997 Amendments to the Individuals with Disabilities Education Act.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 425 605 EC 306 946

Schuster, Lauren; Srebro, Karen; Chambliss, Catherine
The Use of Videotaped Vignettes in Diagnosing Children: A Preliminary Exploration.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; *Behavior Disorders; Behavior Problems; Behavior Rating Scales; Check Lists; *Clinical Diagnosis; Compliance (Psychology); Evaluation Methods; Feasibility Studies; Hyperactivity; Sex Differences; Validity; *Videotape Recordings; Young Children

This preliminary study examined the feasibility of using home videotape vignettes in the process of diagnosing young children's behavioral problems. It assessed whether recurrent symptomatic behaviors would appear spontaneously on home videotape. Twenty-eight mental health providers-in-training competed symptom checklists after viewing tapes of two children without diagnoses and two children already diagnosed with mild attachment disorder or attention deficit hyperactivity disorder. Evaluators were able to detect a behavior difference between the diagnosed and undiagnosed children on the attachment scale, the hyperactivity and oppositional behavior scale, and the attention and social skills scale. Across diagnosis groups, male children were perceived as showing more hyperactive and oppositional symptoms than females. (DB)

ED 425 606 EC 306 947

La Plante, Mitchell P., Ed.; Kaye, H. Stephen, Ed.
Trends in Disability Prevalence and Their Causes: Proceedings of the National Disability Statistics and Policy Forum (4th, Washington, DC, May 16, 1997). Disability Forum Report 4.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Etiology; Incidence; *Public Policy; Research Needs; Statistical Data; *Trend Analysis

This document presents the proceedings of the National Disability Statistics and Policy Forum. Preliminary material includes an introduction (Mitchell P. LaPlante) and highlights of each presentation. Presentations are then grouped by session. Session titles and presenters were: (1) "Trends in Disability Prevalence" (Mitch LaPlante, Vicki Freedman, Gene Lowrimore, and Tony Young); (2) "Significance of Trends"(Lois M. Verbrugge, Jacob Feldman, and James Perrin); (3) "The Role of Trend Monitoring: Public Health and Social Perspectives" (Don Lollar, Glenn Fujiura, John Hough, Janet Guerrero, and Jane West); and (4) "Building Better Tools for Disability Trend Monitoring" (David Moriarty, Gale Whiteneck, Jamal Mazrui, and Mary Grace Kovar). Highlights of discussions following presentations in each session are also included. The keynote speech by Katherine D. Seelman, Director of the National Institute on Disability and Rehabilitation Research, focuses on the application of "the new paradigm of disability" to the

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; Legal Responsibility; *Public Schools
IDENTIFIERS- *Minnesota

Issues surrounding Minnesota's public school facilities, such as rapid student enrollment numbers in many areas, the energy crisis, asbestos removal, access for handicapped, and safety and modernization needs, are creating the need for school facility improvement programs. This guide addresses the need for school facility improvement that meets changing educational needs of pupils and requirements for safe and sound physical plants. Essential information is outlined for persons concerned with school facility improvement programs, including modernization, additions, and new school construction. Chapter I identifies the basic legal responsibilities, procedures, and recommended standards for approval of school facility improvement plans. Chapter II discusses planning for school facility improvements. Chapter III examines general space and square footage guidelines for school facility spaces. Chapter IV identifies school environment-related topics school officials should be aware of and concerned about in terms of the adequacy of present schools or when planning new or improved school facilities. Appendices include selected Minnesota statutes and other selected references relating to school facilities, a checklist for planning for school facility improvements, and forms for collecting data on school facility inventory. (GR)

ED 425 628 EF 005 135

Dickerson, Burton Edward
Community Involvement for Improving Rural School Facilities.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1-2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Support; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; Public Schools; *Rural Schools; *School Community Relationship
IDENTIFIERS- Washington

Community involvement in rural school facilities improvement projects is significant to the success of these projects. While literature regarding school-community partnerships and citizen involvement in school construction projects appears to be ample, writing which specifically addresses community involvement in rural school facilities is far less common. This report examines the community-school relationship in a rural school facilities improvement project in Waitsburg, Washington. It offers a brief review of relevant literature and then takes an indepth look at the Waitsburg community's role in their facilities improvement project. The project included the complete renovation and restoration of a historic school building to serve as a junior high facility and the remodeling and new construction required to upgrade the elementary school building. The report shows the importance of having positive contributions by community groups and individuals in completing these projects. It further reveals how productive involvement in school district operations is fostered through open

ED 425 649 FL 025 621

Beyond Classroom Boundaries: Incorporating Context in Teaching.
PUB DATE- 94
NOTE- 95p.; Second "Theme" issue of this journal. For other theme issues, see FL 025 619 and FL 025 623.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adjunct Faculty; Classroom Techniques; College Faculty; Curriculum Design; Elementary Secondary Education; *English (Second Language); Grading; Higher Education; Immigrants; Instructional Materials; *Interdisciplinary Approach; Language Teachers; Organizational Climate; Program Design; *Reading Instruction; Reflective Teaching; School Community Relationship; Second Language Instruction; Teacher Attitudes; Teaching Methods; *Workplace Literacy; *Writing Instruction

This English-as-a-Second-Language (ESL) journal periodically devotes entire issues to specific issues. The theme of this issue is "Incorporating Context in Teaching." Articles include: "Learning Beyond the Classroom: Developing the Community Connection" (Tim Beard); "Smiling through the Turbulence: The Flight Attendant Syndrome and Other Issues of Writing Instructor Status in the Adjunct Model" (Lynn Goldstein, Cherry Campbell, Martha Clark Cummings); "Developing Communities of Reflective ESL Teacher-Scholars through Peer Coaching" (Kate Kinsella); "An Overview of the Rights of Immigrant Parents" (Peter Roos); "Putting Grading into Context: "From a Nightmare to a Learning Experience" (Katharine Davies Samway); "Collaboration across Disciplines in Postsecondary Education: Attitudinal Challenges" (Marguerite Ann Snow); and "Influences Beyond the Workplace ESL Classroom: The Relationship between Traditional, Transitional, and High Performance Organizations and Workplace ESL Teachers" (Lauren A. Vanett, Lois Facer). (MSE)

ED 425 650 FL 025 623

Intersegmental Articulation.
PUB DATE- 96
NOTE- 270p.; Third "theme" issue of this journal. For the theme issues, see FL 025 619 and FL 025 621.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Articulation (Education); Classroom Techniques; College Bound Students; College School Cooperation; Community Colleges; Curriculum Design; Educational Policy; Educational Trends; Elementary Secondary Education; *English (Second Language); High Risk Students; Higher Education; Institutional Cooperation; Instructional Materials; Intensive Language Courses; Language Research; Private Schools; *Reading Instruction; School Community Relationship; Second Language Instruction; Student Needs; Transfer Students; Trend Analysis; *Writing Instruction
IDENTIFIERS- California (San Diego); California State University; City College of San Francisco CA; Ohlone College CA; University of California

This English-as-a-Second Language (ESL) journal periodically devotes entire issues to specific themes. The theme of this issue is "Intersegmental Articulation" (especially in California schools). Articles include: "Why Is ESL a Burning Issue?" (Robby Ching, Anne Ediger, Debbie Poole); "Challenges

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Access to Education; Bachelors Degrees; College Outcomes Assessment; College Students; *College Transfer Students; *Enrollment Trends; *Grade Point Average; Higher Education; Time to Degree
IDENTIFIERS- *University of Wisconsin System

This research brief presents data on transfer students in the University of Wisconsin (UW) system, with emphasis on student access, enrollment, and outcomes. Among the findings are the following: (1) The number of transfer students enrolled in the UW system reached a 10-year high of 9,684 in fall 1996, followed by a slight decline in fall 1997; (2) the increase in the number of transfer students consisted primarily of students transferring from institutions outside the UW system rather than between UW institutions; (3) one in four of degree-seeking entering undergraduates each year is a transfer student and one-third of bachelors degree recipients in the UW system entered the degree-granting institution as a transfer student; (4) one year after transfer, 28 percent of students had grade point averages (GPAs) in the 3.0-3.49 range and 22 percent had GPAs in the 3.5-4.0 range; and (5) of entering transfer students in 1991, 58 percent graduated within five years or were retained into the sixth year. Individual sections of the report detail findings for transfer student access, enrollment, and outcomes. Tables in the main body and appended provide additional data. (DB)

ED 425 670 HE 031 665

Postsecondary Education in Kentucky: An Assessment. A Report to the Task Force on Postsecondary Education.
PUB DATE- 97
NOTE- 286p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Higher Education; *Long Range Planning; Needs Assessment; Statewide Planning; *Strategic Planning
IDENTIFIERS- *Kentucky

This report presents findings of a Kentucky state task force which studied the current status of Kentucky's postsecondary education system. Ten advisory groups across the state, comprised of postsecondary education stakeholders, developed position papers to identify critical issues and make recommendations. Individual chapters address the following issues: the importance of the state's postsecondary education system to its future; the barriers to achieving an efficient and coordinated system; and five goals for creating a comprehensive postsecondary education system. The task force did not offer specific recommendations for change but did urge reform of and strategic investment in the state's postsecondary education system. The report identifies five barriers to progress: (1) a structure to link all postsecondary education resources with a long-range strategy is lacking; (2) current funding mechanisms serve as disincentives for program efficiency and institutional cooperation; (3) postsecondary education lacks incentives for the attainment of quality and pursuit of excellence; (4) Kentucky seriously lags the nation

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; College Choice; College Students; *Construct Validity; *Decision Making; Family Influence; Higher Education; Locus of Control; Mentors; Parent Influence; Peer Influence; *Questionnaires; Research Methodology; Role Models; Student Characteristics; Student Financial Aid; Test Reliability; *Test Validity

This paper explains the process used to validate the construct validity of the Factors Influencing Pursuit of Higher Education Questionnaire. This questionnaire is a literature-based, researcher-developed instrument which gathers information on the factors thought to affect a person's decision to pursue higher education. The questionnaire includes 10 scales: parental influence, extended family support, peer support, locus of control, relative functionalism, glass ceiling effect, financial aid concerns, influence of mentors, presence of role models, and general preparation for college. The questionnaire was completed by 434 college students enrolled in general studies classes at two southeastern universities in the spring of 1997. Results indicate that the questionnaire has a high degree of internal consistency. Reliability estimates for the 10 scales included in the questionnaire ranged from adequate to excellent. Overall, the questionnaire was determined to have satisfactory construct validity for use in further investigations of the factors which influence individuals to pursue higher education. The questionnaire is appended. (Contains 42 references.) (DB)

ED 425 690 HE 031 740

Hardesty, David C., Jr.
Workforce Development and West Virginia: The West Virginia University Approach. Presented to the West Virginia Legislature Joint Education Committee, September 14, 1998.
PUB DATE- 98
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; Extension Education; Higher Education; Job Development; *Job Training; *Labor Force Development; Postsecondary Education; Research and Development Centers; *School Business Relationship; State Colleges; State Universities
IDENTIFIERS- *West Virginia University

This report highlights the services and programs for workforce development that are available through West Virginia University's (WVU) statewide network of schools, colleges, regional campuses, extension offices, and research units, but does not include four-year undergraduate or graduate programs. Specific sections address the following services, programs, or schools: WVU extension service; Health Sciences and Technology Academy; rural health education partnerships; University Affiliated Center for Developmental Disabilities; the North Central Nursing Workforce Network; School of Social Work and Public Administration; College of Human Resources and Education; job accommodation network; Center for Entrepreneurial Studies and Development; College of Business and Economics; Institute for the History of Technology and

Powers, Susan M.; Davis, Michaeleen; Torrence, Eileen
Assessing the Classroom Environment of the Virtual Classroom.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; Computer Assisted Instruction; Computer Mediated Communication; *Course Evaluation; Data Analysis; *Distance Education; Evaluation Methods; Graduate Study; Higher Education; Measurement Techniques; Qualitative Research; Student Attitudes; Student Surveys; World Wide Web
IDENTIFIERS- *College University Classroom Environment Inventory; *Virtual Classrooms

This pilot study was conducted in order to determine whether a virtual classroom can be assessed, and whether it can be done using already proven techniques for classroom environment assessment. Study participants were 20 graduate students in education enrolled in three different courses offered at a distance via the World Wide Web. Each of the courses was offered by the same instructor and was designed following the same principles. Data were gathered by mailing each student a copy of the College and University Classroom Environment Inventory (CUCEI), which is composed of 49 questions that rate the following seven different factors of the college classroom environment: student cohesiveness; individualization; innovation; involvement; personalization; satisfaction; and task orientation. Thirteen surveys were returned for a 65% return rate. Researchers also collected qualitative information including papers and presentations; discussion questions; online lectures; peer discussion and feedback; and student reflective journals and time logs. Findings indicated that the survey results backed up the qualitative data, and that the CUCEI was promising in its ability to assess the virtual classroom environment and provide instructors with valuable information about student perceptions of the environment. (DLS)

ED 425 709 IR 019 164

Knuth, Randy, Ed.; Hopey, Chris, Ed.
Guiding Questions for Technology Planning. Version 1.0.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Computer Uses in Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; Guidelines; *Information Technology; Models; Postsecondary Education
IDENTIFIERS- Technological Infrastructure; *Technology Plans; Vision Statements

This publication, intended for administrators and technology planning teams in a wide range of educational settings, presents a set of guiding questions for technology planning in publicly sponsored literacy programs in Georgia, offers instructional plans and practical strategies designed to help teachers help students of adult literacy, adult basic education, General Educational Development, and English as a second language build stronger personal relationships. Detailed guidelines are provided for conducting three group learning activities devoted to the following topics: understanding the meaning of love; resolving conflicts in family relationship; and writing about relationships. Each activity contains the following: overview and rationale; skills developed in the activity; steps in preparing for the activity; materials needed; detailed explanation of the steps entailed in conducting the activity; and discussion questions. Also included are student handouts for each activity, a brief discussion of factors to consider before introducing personal topics such as love and family life into adult classrooms, and print and Internet sources of further information. (MN)

ED 425 270 CE 077 180

Valentine, Tom, Ed.; Sandlin, Jenny, Ed.
Helping Your Students To Understand Complex Social Problems.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 98
NOTE- 11p.; For related documents, see CE 077 179-181.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Classroom Techniques; *Controversial Issues (Course Content); Critical Thinking; Cultural Differences; Demography; *Global Approach; High School Equivalency Programs; *Industrialization; Information Literacy; Internet; Learning Activities; Lesson Plans; *Literacy Education; Quality of Life; *Social Problems

This document, which was developed to assist individuals working in publicly sponsored literacy programs in Georgia, offers instructional plans and practical strategies designed to help teachers help students of adult literacy, adult basic education, General Educational Development, and English as a second language understand complex social problems. Detailed guidelines are provided for conducting three group learning activities devoted to the following topics: critical evaluation of economic and social information about living standards throughout the world; the economic and social costs of industrialization; and the importance of taking a stand on controversial social issues. Each activity contains the following: overview and rationale; skills developed in the activity; steps in preparing for the activity; materials needed; detailed explanation of the steps entailed in conducting the activity; and discussion questions. Also included are student handouts for each activity and print and Internet sources of further information. (MN)

ED 425 271 CE 077 181

Valentine, Tom, Ed.; Sandlin, Jenny, Ed.; Vreeland, Diane
Are Your Students Politically Empowered?
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 98
NOTE- 10p.; For related documents, see CE 077 179-180.

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Course Content; Curriculum Guides; Labor Education; Learning Activities; Literacy Education; Mathematical Applications; *Mathematics Instruction; On the Job Training; Teaching Methods; *Workplace Literacy
IDENTIFIERS- Textile Industry

This guide contains materials for a course in mathematical applications used by garment workers at the Apparel Group, Ltd. (ENRO). The course is designed to help employees understand the meaning of mathematical concepts, symbols, and functions; to acquire better mathematical skills, including fractions, percentages, and decimals; to develop problem-solving skills; to understand basic concepts about computers; and to read charts and graphs. The curriculum guide includes course goals, objectives, and lesson activities correlated with skills to be acquired and materials needed. (KC)

ED 425 289 CE 077 505

Garcia, Paula; Sharma, Shobha
Workplace Communication & Computer-Assisted Learning Workshop. Worker Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 34p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Computer Literacy; Labor Education; Learning Activities; Literacy Education; Mathematics Instruction; On the Job Training; Reading Instruction; Teaching Methods; Word Processing; *Workplace Literacy; Workshops; *Writing Instruction

This workshop engages students of adult basic education (ABE) and English as a second language (ESL) students in the higher levels of communication necessary in the workplace: essay writing, filling out forms, and analyzing data. Students use statistics from the workplace to practice reading and manipulating data, workplace forms to practice filling in cells, and essay writing to describe an accident or training session. This curriculum guide for teachers and students provides the following: objectives, background information, a list of materials needed, a list of six suggested books, a syllabus for orientation, a syllabus for a refresher for continuing students, a bibliography listing six entries, and nine activities using forms and materials used in the workplace, such as vacation requests, word processing documents, resumes, memos, accident report forms, production sheets, and lists of supplies and materials. (KC)

ED 425 290 CE 077 506

Garcia, Paula
Workplace Spanish for Health Care Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 10p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-505 and

This guide for teaching a course to prepare emergency medical service (EMS) trainers focuses on the skills necessary to present any of the Department of Transportation (DOT), National Highway Traffic Safety Administration (NHTSA) EMS courses. Course topics are as follows: (1) introduction; (2) instructor roles and responsibilities; (3) legal issues; (4) the adult learner; (5) creating an effective learning environment; (6) objectives; (7) evaluation; (8) instructional strategies and methods; (9) media; and (10) lesson plan development. The instructor guide includes course goals and course topics. It is organized in a two-page format, side-by-side, in which the left page contains instructor notes and a lesson plan outline, and the right page provides additional information on the topics. Transparencies also are included in the lessons. A set of 10 sample lessons to be taught also is included. Four appendixes contain the following: (1) complete instructions for the instructor and materials to be distributed; (2) references; (3) information resources; and (4) current curriculum titles and order information available from DOT/NHTSA. A student guide contains similar materials for student use. (KC)

ED 425 308 CE 077 589

Emergency Medical Dispatch. National Standard Curriculum. Instructor Guide. Trainee Guide.
PUB DATE- 96
NOTE- 875p.
LANGUAGE- English
EDRS Price- MF06/PC35 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communications; Course Content; *Emergency Medical Technicians; Learning Activities; *Medical Services; *National Standards; Occupational Information; On the Job Training; Teaching Guides; *Workplace Literacy
IDENTIFIERS- *Medical Dispatch; *National Highway Traffic Safety Administration

This guide contains all instructor materials and requirements for the National Highway Traffic Safety Administration (NHTSA), Emergency Medical Dispatch (EMD) National Standard Curriculum. It includes lesson plans, instructional aids, and tools and supporting information designed to elevate trained and experienced public safety telecommunicators to direct and manage their emergency medical resources effectively. The course provides EMD trainees with the skills and knowledge necessary to dispatch resources for medical emergencies. The course is broken down individual topics called modules. Each module is further sequenced into units. The four modules in the course cover the following: (1) basic emergency medical dispatch concepts; (2) information gathering and dispatch; (3) introduction to the Emergency Medical Dispatch Protocol Reference System and 32 chief complaint types; and (4) final examination. Two appendixes contain presentation skills and training hints, and sample scenarios for use in training. A student guide includes the four modules and a glossary. (KC)

ED 425 309 CE 077 593

The Top 100. The Fastest Growing Careers for the 21st Century. Revised Edition.
PUB DATE- 98
NOTE- 415p.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; Career Development; Correctional Education; *Education Work Relationship; Educational Benefits; *Educational Research; Leadership; *Leadership Training; *Literacy Education; State of the Art Reviews; Success; Trend Analysis; Welfare Recipients; *Womens Education
IDENTIFIERS- *Welfare to Work Programs

This paper explores the transition in research efforts that study women from the adult literacy policies and programs, through educational practices to leadership training directed specifically toward women. Literacy issues are continuing to focus on adult education, but are also expanding to the families as well. The most successful programs are those that offer an individualized, family-based approach that integrates literacy with job training. Not only do adult educational programs need to remain flexible for time, but they also need to provide the right training at a time when the adult learner is ready. Among the findings of research on women as adult learners are the following: students' desire to learn can be self-regulated; for returning women students, the sense of empowerment becomes a focus of their study; and students with clear goals are most likely to complete their studies. The research on women in training shows a direct correlation between education and training and wages earned. According to the research on women experiencing success, women can indeed play a key role in leadership positions, and training courses designed around women's leadership styles rather than traditional men's styles are especially effective. It was concluded that research directed toward learning about female students and what brings them on campus will make efforts to personalize their educational experience more feasible. (Contains 20 references.) (MN)

ED 425 328 CE 077 702

Lance, Keith Curry
Colorado GED Study. How Colorado Graduates Benefit from Passing the GED Tests.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Citizen Participation; Economic Status; Educational Attainment; *Educational Benefits; Employment Level; Employment Patterns; Graduate Surveys; Health; *High School Equivalency Programs; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Psychological Characteristics; Questionnaires; State Surveys
IDENTIFIERS- *Colorado; *General Educational Development Tests

In 1996, follow-up questionnaires were mailed to a racially and ethnically stratified sample of 328 Coloradans who had earned General Educational Development (GED) diplomas in October-December 1995. Although responses were received from 235 (70%) of those surveyed, the response rates for African-Americans and Asian/Pacific Islanders were too low for their responses to be examined separately. Two-thirds of the respondents were currently working toward college degrees, and one-third were receiving on-the-job training. Nearly half the respondents credited their GED with helping them obtain paying jobs, obtain better jobs, be promoted, or perform their jobs better. Since obtaining their GED, two-fifths of the respondents enjoyed

IDENTIFIERS- *Washington
During 1997-98, state agencies in Washington worked to implement the state's High Skills, High Wages Plan for Workforce Training and Education, focusing on seven most urgently needed actions to ensure that the people of the state succeed in an economy that requires ever higher levels of skill and knowledge. Progress made on seven actions included the following: (1) an agency continuous improvement plan was made and impact evaluations of the Job Training Partnership Act, community colleges, and the work force training and education system were begun; (2) a worker retraining program, job placement centers, one-stop career centers, and a labor market information system were established to increase system capacity; (3) school-to-work transition activities included recommending a certificate of mastery, initiating a multiyear evaluation, funding work-based learning (WBL) and teacher preparation projects, conducting research on career preparation standards and public awareness, participating in a national curriculum development initiative, and examining whether all student populations are being served; (4) college admission standards were revised and a WBL guide developed to improve integration of the work force training and education system; (5) website enhancements and publication dissemination increased public awareness of training and education issues and initiatives; (6) WorkFirst, a welfare reform initiative, was begun in collaboration with other state agencies; and (7) connections between workforce training/education and economic development were strengthened through a job skills program, manufacturing extension service, and a demonstration project on informal learning in the workplace. (KC)

ED 425 346 CE 077 748

Workforce Training. Supply, Demand, and Gaps.
PUB DATE- 98
NOTE- 68p.; For a related document, see ED 413 522.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demand Occupations; *Educational Needs; Educational Planning; Employment Patterns; *Employment Projections; Futures (of Society); *Job Training; Labor Needs; *Labor Supply; Postsecondary Education; Secondary Education; Statewide Planning; *Technical Education; *Vocational Education
IDENTIFIERS- *Washington
A study identified the gaps between supply and demand for training in Washington State and recommended strategies for reducing them. The study considered the perspectives of both employers and workers and separately analyzed the needs of three groups: youth, adults, and adults with barriers to employment. The study found the following: (1) there is a shortage of skilled workers that has been getting worse, with the most severe shortage being of workers with a postsecondary vocational diploma or certificate; (2) the shortage of skilled labor is affecting the state's opportunity for further economic growth; (3) there is also a gap in meeting employer and worker demand for upgrading current workers' skills; (4) although there are more than 250,000 economically disadvantaged adults in Washington State, only about one-third of them receive some training or postsecondary education during a year; (5) at least 200,000 Washington adults are deficient at the most basic skill levels; and (6) only 10 percent of employers provide even 4 hours of basic skills instruction per year. The following

Names. Videotape .
PUB DATE- 97
NOTE- 0p.; For related products from this publisher, see CG 028 329-336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Conflict Resolution; Curriculum Guides; High School Students; *Intercultural Communication; Intercultural Programs; Intermediate Grades; *Interpersonal Communication; *Interpersonal Competence; Listening Skills; Middle Schools; Secondary Education; Teaching Methods
IDENTIFIERS- Middle School Students; *Peer Mediation

Young people need to learn and to use alternative dispute resolution skills at school as well as in their daily lives. Ways in which to instruct high school and middle school students in these skills are detailed in the leader's guide and accompanying video. In addition to demonstrating the mediation process, the video presents ideas and stimulates discussion on issues of diversity and how they are dealt with in U.S. society. It discusses why people put each other down and what the effect of "put downs" is on others. The leader's guide includes such topics as: "Ways to Use Diversity Materials in Your Program," "The Basic Mediation Process," "Looking at Yourself," "Differences in Communication Styles," "Mediation Approaches to Diversity Issues," "The Discovery" -- a story about cultural differences and conflict, and an annotated script of the video. Questions for discussion and suggestions for role plays are included. (EMK)

ED 425 366 CG 028 336

Rumors, Conflicts, Resolutions: A Mediation Training Video for Middle School and High School Students. Videotape .
PUB DATE- 97
NOTE- 0p.; For related products from this publisher, see CG 028 329-335.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Conflict Resolution; Curriculum Guides; High School Students; *Intercultural Communication; Intermediate Grades; *Interpersonal Communication; *Interpersonal Competence; Listening Skills; Middle Schools; Secondary Education; Teaching Methods
IDENTIFIERS- Middle School Students; *Peer Mediation

Young people need to learn and to use alternative dispute resolution skills at school as well as in their daily lives. Ways in which to instruct high school and middle school students in these skills are detailed in the leader's guide and accompanying video. As illustrated by the video, Conflict Resolution Unlimited's (CRU) mediation model is one where disputants and mediator(s) sit around a table and, in a structured, orderly manner, discuss the issues in dispute. This format facilitates direct communication between the disputants and encourages them to work with one another to resolve problems in the future. The video opens with a dramatization of a typical high school or middle school dispute involving a boy-girl rumor situation. The mediation session which follows is conducted by two student mediators. The discussion section of for high and low strivers are explored. Participants (N=106) first generated personal striving lists and then responded on a self-reflection task in which they selected questions about traits that varied in degree of diagnosticity. Instruments used included: Self Concept Clarity Scale (Campbell, et al., 1996); Self Esteem Scale (Rosenberg, 1965); and the Self-Evaluation Scale for Diagnosticity (Sedikides, 1993). Results from all three studies provide evidence that high strivers seek more diagnostic information than low strivers. Results from Study 2 and Study 3 suggest that self-verification is the strongest determinant of the self-evaluation process. (Author/EMK)

ED 425 386 CG 028 944

Tien, Hsiu-Lan Shelley
Research and Practice of Career Counseling in Taiwan.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Career Counseling; *Career Development; Elementary Secondary Education; Foreign Countries; Higher Education; Lifelong Learning
IDENTIFIERS- *Taiwan

The literature on career development in Taiwan is reviewed. Three decades ago career counseling began with vocational guidance for junior high graduates going to seek a job; the meaning of work focused on earning a living, and the main task was simply to help graduates find jobs. Now the broadened meaning of "career" is defined as a lifelong process of learning and work; career counseling has become a set of services available for all individuals across the life span. Career counseling cannot be viewed independently from social context and public policy; therefore, counselors are called on to provide new opportunities for potential development. Studies included in this review are focused on three groups: (1) students in different stages; (2) special populations such as women, handicapped groups, and special adults; and (3) career development programs in public or private enterprises and professions. Current problems are discussed in three areas: the educational system, special groups and adults, and organizations. Implications of these research studies and practical problems for career counseling are discussed. (Author/EMK)

ED 425 387 CG 028 948

Bird, William A.
A Comparison of Positive Outcome Expectancies: A Review of the Theories of M. F. Scheier, C. S. Carver, M. E. P. Seligman, and C. R. Snyder.
PUB DATE- 98
NOTE- 72p.; Doctoral Research Paper, Biola University, La Mirada, CA.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Expectation; *Learning Theories; Mental Health;

A Global Simulation To Teach Language and Culture.
PUB DATE- 97
NOTE- 9p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Cross Cultural Training; *Cultural Activities; *Language Arts; Postsecondary Education; Secondary Education

A "global simulation" is a class activity allowing students to encounter situations that include love, life, and death in a simulated environment. This paper describes several possible simulations. Each one can be integrated into a variety of intermediate- to advanced-level curricula such as a conversation class, a culture and civilization class, or a writing class. Distinctions are made between functional and global simulations. Functional simulations are particularly adaptable to the curriculum of the specialty (foreign) language class (e.g., Business English, English for Hotel Management and Tourism, or English in the Health Professions). The simulation "The Building" is described in detail with instructions for further developing the idea to teach culture, lifestyles, and customs. Students may write a personal journal, essay, or composition; or the project may be to write a novel, with students creating the plot together and then dividing up the chapters. Adapting "The Building" to the use of the Internet is discussed. Infrastructure, equipment, and procedures used at the University of San Diego are listed. Tips for success are provided. (EMK)

ED 425 407 CG 028 977

Whittle, Sharon L.
Report Cards: Stepping Away from Tradition.
PUB DATE- 97
NOTE- 8p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Elementary Education; Public Schools; *Report Cards; *Student Evaluation

One of the primary aspects of a reporting system is to maintain consistency between what is taught, what is tested, and what is reported to parents. This paper explores one school district's experience in changing how student progress is reported to parents for the elementary division from kindergarten to grade five. Over the last decade, what was being taught was not reflected on the report card. The change process and the new report design are both presented. A committee was formed which included teachers, parents, and administrators. A time line was established. The committee reviewed relevant literature and examined report cards from other school districts. The first year included the steps of exploration of ideas, developing common themes, a reporting system philosophy and beliefs, and developing skill areas for the progress report. During the second year, an initial design was created, debated, and

(NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Colorado, 2,730 students in 108 public schools and 130 students in 8 non-public schools were assessed. This report describes the reading proficiency of Colorado fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Colorado on the NAEP reading scale was 213 compared to 212 nationwide. (CR)

ED 425 427 CS 013 317

NAEP 1994 Reading State Report for Connecticut. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Connecticut; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds

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ED 425 441   CS 013 331

NAEP 1994 Reading State Report for Mississippi. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Mississippi; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade

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ED 425 455   CS 013 345

NAEP 1994 Reading State Report for Texas. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Texas; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In

(2) Integrating the Arts throughout the Curriculum; (3) Integrating Literature throughout the Curriculum; (4) Literature Seed Strategies; (5) Integrating Visual Arts across the Curriculum; (6) Art Seed Strategies; (7) Integrating Drama throughout the Curriculum; (8) Drama Seed Strategies; (9) Integrating Dance and Movement throughout the Curriculum; (10) Dance Seed Strategies; (11) Integrating Music throughout the Curriculum; (12) Music Seed Strategies; (13) Integrating the Arts with the Arts: Strategy Seed Ideas; and (14) Questions Often Asked. Appendixes contain an approximately 1000-item bibliography of arts-based children's literature; lists of Caldecott and Newbery award winning books; lists of arts organizations, addresses, and Internet sites; an interest inventory; discipline prevention and intervention strategies; and an approximately 250-item bibliography of recommended reading and viewing. (RS)

ED 425 471   CS 216 547

Smith, Karen Patricia, Ed.
African-American Voices in Young Adult Literature: Tradition, Transition, Transformation.
PUB DATE- 94
NOTE- 405p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescent Literature; Black Family; *Blacks; Daughters; Elementary Secondary Education; Family Attitudes; Family Environment; Family Influence; Fathers; Feminism; Parent Child Relationship; Parent Role; *Reading Materials
IDENTIFIERS- *African Americans

This book contains a collection of 14 original essays. The purpose of the book is to inform teachers, librarians, and other professionals working with young people about aspects of African-American literature and to stimulate further thinking about this literature. After an introduction, chapters in the book are: (1) "African-American Young Adult Biography: In Search of the Self" (Carol Jones Collins); (2) "And Bid Her Sing: A White Feminist Reads African-American Female Poets" (Kay E. Vandergrift); (3) "Feminist Theories and the Voices of Mothers and Daughters in Selected African-American Literature for Young Adults" (Hilary Crew); (4) "Periodical Literature for African-American Young Adults: A Neglected Resource" (Lynn S. Cockett and Janet R. Kleinberg); (5) "The New Seed: Depictions of the Middle Class in Recent African-American Young Adult Literature" (Dianne Johnson-Feelings); (6) "Color and Class: An Exploration of Responses in Four African-American Coming-of-Age Novels" (Linda J. Zoppa); (7) "Man to Man: Portraits of the Male Adolescent in the Novels of Walter Dean Myers" (Dennis Vellucci); (8) "Through a Glass Clearly: Positive Images of African-American Fathers in Young Adult Literature" (Marcia Baghban); (9) "A Chronicle of Family Honor: Balancing Rage and Triumph in the Novels of Mildred D. Taylor" (Karen Patricia Smith); (10) "Children of the Diaspora: Four Novels about the African-Caribbean Journey" (Lucille H. Gregory); (11) "Virginia Hamilton's 'Justice' Trilogy: Exploring the Frontiers of Consciousness" (Millicent Lenz); (12) "Octavia E. Butler: New Designs for a Challenging Future" (Janice Antczak); (13) "Voodoo Visions: Supernatural African Themes in Horror Literature" (Cosette Kies); and (14) "An Exploratory Study: Using On-Line Databases to Analyze the Dispersion of Contemporary African-American Young Adult Literature" (Edna Reid). (Contains an index.) (CR) approach to change is the effective way of ensuring the success of an innovation and its acceptance by teachers and administrators. This minimizes the chance that the innovation will be contrary to sociocultural practices of a society. The projects examined were related to foreign language acquisition in selected schools in the South Pacific and Australia. LOTE (Language Other Than English) and CLT (Communicative Language Teaching) methodologies are discussed with particular emphasis on the characteristics of CLT. (RIB)

ED 425 490 EA 029 228

Meza, James, Jr.
Accelerated Schools Centers: How To Address Challenges to Institutionalization and Growth.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Conflict Resolution; Elementary Secondary Education; *Financial Support; Group Dynamics; Institutional Schools; *Leadership; Needs Assessment; Staff Development; *Strategic Planning
IDENTIFIERS- *Louisiana Accelerated Schools Network
The Accelerated Schools Project (ASP) at the University of New Orleans (UNO) was established in spring 1990, funded by a 3-year grant from Chevron. Beginning with 1 pilot school in 1991, the UNO Accelerated Schools Center has expanded to 36 schools representing 19 school districts in Louisiana and 3 schools from the Memphis City Schools district. During the first 5 years of accelerated schools, the primary objective was to develop a multiyear stable funding base and expand systematically "to learn as we would grow." In June 1995, the center staff decided to take stock of these first 5 years and establish priorities to sustain momentum and build toward institutionalization. This paper discusses the taking-stock process and the priorities established by the Center to move closer to institutionalization. The study resulted in three findings. First, the UNO Center should focus its efforts to develop a greater commitment from school districts throughout Louisiana and continue its efforts to work with schools and school districts across the Southern region. Second, the center should prepare coaches to more effectively work with all stakeholders of the school with emphasis on leadership and communications skills, team building, group-process skills, and conflict-resolution techniques. And third, movement toward institutionalization will require that the UNO Center establish a diversified funding base; otherwise, permanency, strategic planning, and staff stability will not be achieved. (JMD)

ED 425 491 EA 029 247

Dixon, Douglas A.
Conceptions of Democracy and School Reform: Can "Community" Democratic School Reforms Thrive in America's Liberal or Participatory Democratic Culture?
PUB DATE- 98
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

curriculums and discusses ways to help teachers learn to achieve this clarity. It describes a model, Project McExtend, in which 130 teachers from 9 school districts, as well as college faculty, were recruited for an interdistrict curriculum writing project that addressed new state standards in math, science, and technology. Results show that teachers do not view themselves as curriculum developers; instead, they see their textbooks and state guides as the curriculum. Teachers expressed the desire for common specific skill training at their own grade level and for the technology to implement the UDT design. One problem was that before they could master the design-down process, they had to unlearn previously learned design-up constructs. (Contains 12 references, 6 tables, and 3 figures.) (RJM)

ED 425 509 EA 029 296

Stine, Deborah E.
A Change of Administration: A Significant Organizational Life Event.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; *Educational Administration; Elementary Secondary Education; Instructional Leadership; Leadership Qualities; *Principals; *School Administration; *Transitional Schools
IDENTIFIERS- *Principal Succession

The case study presented in this paper illustrates how the succession process for principals is similar to that described by Gabarro in his study of corporate succession. Leader succession involves five major stages: (1) taking hold; (2) immersion; (3) reshaping; (4) consolidation; and (5) refinement. Success most frequently occurs in conjunction with three effective behaviors on the part of the successors. Successful new managers are effective at: (1) assessing the organization and diagnosing its problems; (2) building a management team focused on a set of shared expectations; and (3) bringing about timely changes that address organizational problems. The paper illustrates how leadership and its power and importance during growth, change, and crisis fit into the five stages by describing a case study of principal succession at a middle school in Southern California. Data were collected through interviews of two district-level administrative employees, two site-level administrative employees, one site-level counselor, eight certificated employees, and four classified employees. Information was also taken from journal entries, observations, and document analysis of faculty meeting minutes, memos to staff, a statement of mutual expectations and educational leadership, and a strategic plan. The text describes the principal's background and the conditions under which he assumed the principalship. It narrates the principal's philosophy of dialogue, how he took control, the steps that went into formulating the action plan for the school, and statements from staff members regarding the school's transformation. The case study illustrates the impact that a single leader with a vision can, through stages, have upon the future of a school. (RJM) reduced violent or potentially violent situations; 40 percent stated that dress codes had been implemented to improve discipline; and 21 percent of principals recorded that their students had received instruction in conflict resolution. (RJM)

ED 425 528   EA 029 494

Rampp, Lary C.; Guffey, J. Stephen; Guffey, Marsha Kidd
An Administrative History of the Creation of the U.S. Department of Education, May 1980: The Federal Role in Education Prior to and after the May 1980 Implementation Plan Creating the U.S. Department of Education. A Research Report.
PUB DATE- 98
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Federal Government; Federal Programs; Federal Regulation; Higher Education; *Policy Analysis; *Policy Formation
IDENTIFIERS- Carter (Jimmy); *Department of Education

A study explored the changes in the federal role in education prior to and after the May 1980 Implementation Plan for the U.S. Department of Education (ED). The documents related to the creation of ED determine if any change in the federal role in education was expressed through program components included in the new ED, and those programs not included. First, the history of past efforts to create a cabinet-level Department is presented. Second, the components of the ED described in the Implementation Plan of May 1980 are then outlined. Third, the data and transcriptions from the hearings relating to specific statements about education programs are presented. Last, an analysis of the data summarizing actual results from the reorganization suggests some implications of these changes. The creation of ED was of real worth, especially if its potential for evolving as the central focus for formulating education policy is considered. Although several new programs were added to the new ED, the administration of President Carter fell short of its goal to combine all important education programs into a single organization. Special interest groups were active and effective in protecting programs when such groups believed inclusion of its "program" in ED would gain nothing for their program agenda. Education programs in sufficient numbers were moved to the ED to suggest that the final configuration had potential to have an impact on federal education policy and thus affect local, state, and regional education performance. End notes are provided for each chapter. (Contains 28 references.) (JMD)

ED 425 529   EA 029 495

Monsen, Lars
Reform of Upper Secondary Education in Norway: From Implementation to Adoption of Pupil Participation in Curriculum Planning.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

disabled students served in regular classrooms increased 20 percent from 1984; and the number of higher education students age 35 or older, rose from 783,000 in 1972 to 2,778,000 in 1996. (JMD)

ED 425 549   EC 305 683

Field, Sharon; Hoffman, Alan
Steps to Self-Determination: A Curriculum To Help Adolescents Learn To Achieve Their Goals. Instructor's Guide.
PUB DATE- 96
NOTE- 244p.; For related documents, see EC 305 684 and EC 305 685.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Assertiveness; *Conflict Resolution; Curriculum Development; Curriculum Guides; *Disabilities; *Goal Orientation; Group Dynamics; Helping Relationship; Interpersonal Communication; Lesson Plans; Problem Solving; Secondary Education; *Self Determination; Skill Development

This curriculum guide is focused on helping secondary students with and without disabilities gain knowledge and skills that will allow them to increase their ability to achieve their goals in environments with varying levels of receptivity to the concept of self-determination. The curriculum is designed to be delivered over the course of one 55-minute orientation session, one 6-hour workshop session, and 16 topical sessions of approximately 55 minutes each. The guide includes an introductory section and detailed lesson plans for the orientation, workshop, and class sessions. The introduction includes information that will help teachers understand the overall goals and organization of the curriculum as well as factors that will help them to establish the classroom climate most conducive to curriculum success. Each lesson plan includes session objectives, preparation guidelines, materials and equipment needs, session overviews, detailed session content, overhead transparency masters, and participant handout masters. Approximate timelines also appear as a guide for each major activity. Topics of the sessions include identifying dreams, determining what is important, creating options for long-term goals, choosing short-term goals, steps to reaching goals, planning activities, barrier breaking, group problem-solving, assertive communication, negotiation, and conflict resolution. (CR)

ED 425 550   EC 305 684

Field, Sharon; Hoffman, Alan
Steps to Self-Determination: A Curriculum To Help Adolescents Learn To Achieve Their Goals. Student Activity Book.
PUB DATE- 96
NOTE- 96p.; For related documents, see EC 305 683 and EC 305 685.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Assertiveness; Conflict Resolution; *Curriculum; *Disabilities; *Goal Orientation; Group Dynamics; Helping Relationship; Interpersonal Communication; Problem Solving; Secondary Education; *Self Determination; *Skill Development; *Worksheets

This student activity book includes worksheets that secondary students with and without disabilities can use to complete each

DESCRIPTORS- *Disabilities; *Eligibility; *Employment; *Federal Aid; Federal Programs; *Financial Support; School Role; Secondary Education; Teacher Role; Transitional Programs
IDENTIFIERS- Individualized Transition Plans; Social Security Benefits; *Supplemental Security Income Program; *Work Incentives

Designed for school personnel and any other individuals involved in the transition planning process for students with disabilities, this handbook describes the potential benefits of the Supplemental Security Income (SSI) work incentives for students with disabilities in transition and provides specific guidelines as to how school personnel can assist students and parents in applying for SSI benefits and work incentives. Different sections specifically address: (1) transition students and SSI work incentives; (2) SSI program eligibility; (3) SSI program work incentives, including information on Earned Income Exclusion, Student Earned Income Exclusion (SEIE), Impairment-Related Work Expense (IRWE); Plan for Achieving Self-Support (PASS), Blind Work Expenses (BWE), and Property Essential to Self-Support (PESS). This section also addresses the role of school personnel in accessing SSI work incentives. Appendices include a glossary of Social Security Administration (SSA) and SSI related terms, common concerns and questions raised by students and parents regarding the SSI program, steps involved in the SSI application process, applicants' rights as defined by the SSA, PASS application, resources for obtaining more detailed information on topics introduced in the handbook, and a listing of regional social security offices. (CR)

ED 425 571 EC 306 829

Person-Centered Planning with Youth and Adults Who Have Developmental Disabilities.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 31p.; A "Feature Issue", with all 17 articles on the theme subject.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Change Strategies; Decision Making; *Developmental Disabilities; *Empowerment; Long Range Planning; Organizational Change; *Personal Autonomy; Rehabilitation Programs; Secondary Education; *Self Determination; *Transitional Programs

This feature issue of "Impact" focuses on person-centered planning with youth and adults who have developmental disabilities. Featured articles include: (1) "Centering on People: A Quiet Revolution" (Judith A. Snow); (2) "Look-and Understand-before You Leap" (Brian Abery and Marijo McBride), which describes the basic principles and values underlying person-centered approaches to planning; (3) "Person-Centered Planning: MAPS and PATH" (Jack Pearpoint and Marsha Forest), which describes a process that collects information about and creates a holistic portrait of a focus person, family, or organization (MAPS), and describes an eight-step tool that plans backwards, leading individuals, families, and

(120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; Professional Development; Research Needs; School Effectiveness; Special Education; *State Programs; Technical Assistance
IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act

Based on the findings of a 1998 conference on the new assessment and accountability requirements in the Individuals with Disabilities Education Act (IDEA), this report discusses critical issues that surround the assessment provisions included in the 1997 IDEA amendments and contains recommendations related to state and district-wide assessments and accountability. Concerns regarding the lack of consistency or consensus about the requirements of the law, the assessment design and administration, and the consequences of IDEA assessment provisions for students and systems are explained. Recommendations are then presented in the areas of assessment practices, research and development, technical assistance, professional development, and monitoring. Specific recommendations include: (1) develop clear definitions and guidelines for large-scale assessments; (2) collect test data by age not grade; (3) develop collaborative research efforts; (4) develop model demonstration projects for alternate assessment; (5) create a technical assistance planning team; (6) document and evaluate current assessment efforts; (7) require teacher competencies in large-scale assessments; (8) develop core training materials that allow for adaptations; (9) develop a coordinated professional development plan; (10) redefine the purpose of monitoring; (11) monitor for consistency, comprehensiveness, and progress on state improvement plans; and (12) monitor goal alignment for students taking the alternate assessment. (CR)

ED 425 589 EC 306 930

Thurlow, Martha; Ysseldyke, James; Gutman, Sara; Geenen, Kristin
An Analysis of Inclusion of Students with Disabilities in State Standards Documents. Technical Report 19.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Accountability; Data Collection; *Disabilities; Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; School Effectiveness; Special Education; Special Education Teachers; State Programs; State Standards; *Student Participation; Teacher Participation; Test Construction

This report discusses findings from a study that examined the inclusiveness of state standards for students with disabilities. Specifically, the study investigated the extent to which individuals who know students with disabilities were involved in the development process, the extent to which students with disabilities were identified as being a target group of students for the standards, and the extent to which the standards represent broad domains of learning. These analyses revealed that while most states indicate that their standards are for "all" students, only 13 states specifically state that "all" includes students with disabilities.

research agenda. A summary of the conference and a list of participants completes the document. (DB)

ED 425 607 EC 306 948

Fiore, Thomas A.; Reynolds, Kimberly S.
Analysis of Discipline Issues in Special Education.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Compliance (Legal); Data Analysis; *Disabilities; *Discipline; Due Process; Educational Legislation; Elementary Secondary Education; Emotional Disturbances; Expulsion; Federal Legislation; Incidence; Interviews; *National Surveys; Sex Differences; Special Education; Suspension; Weapons
IDENTIFIERS- *Disproportionate Representation (Spec Educ); Individuals with Disabilities Education Act

This report describes a research effort to analyze extant information from state and local education agencies on the incidence and consequences of children with disabilities who bring weapons to school, engage in life-threatening behavior, or commit other acts of serious misconduct. Specific research activities included a review of existing national data sets, analysis of data from all 50 states (and the District of Columbia) and a sample of 62 school districts, and telephone interviews with 12 special education directors and school administrators in nine districts. The study analyzed data in terms of the following categories: suspensions, expulsions, percentage of misconduct by students with disabilities, disciplinary actions by disability category, weapons, gender, court injunctions, and due process. Among conclusions are the following: (1) states do not currently collect data appropriate for assessing misconduct by students with disabilities or the resulting disciplinary actions; (2) students with disabilities are probably suspended and expelled from schools at rates that exceed their proportion in the school population; (3) the provisions of the Individuals with Disabilities Education Act do not prevent these suspensions and expulsions; and (4) students identified as emotionally disturbed are highly over represented among special education students suspended and expelled. Extensive data tables, due process summaries, and interview protocols are appended. (DB)

ED 425 608 EF 005 044

Vickery, Robert L.
Finding the Right Architect: A Primer for Educational Design. A Volume in the Building Blocks to Better Learning Series.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Architects; Building Design; Educational Facilities; *Educational Facilities Planning; Elementary Secondary Education; *School Construction

communication, responsiveness to community wishes, and the creation of a sense of community ownership. (Contains 23 endnotes and 27 references). (GR)

ED 425 629 EF 005 136

Jensen, Dennis
Applications of Technology in Rural School Facilities.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1-2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Distance Education; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Public Schools; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Technology Implementation; *Technology Integration

Rural schools often have difficulty in developing and implementing a 21st century, K-12 technology plan. This report describes one rural school district's (Wayne, Nebraska) successful efforts at technology integration. It discusses the efforts of installing 25 networked computers in the local high school, linking buildings with fiber-optic cables, automating the middle school library, and creating a distance education program by upgrading software and hardware to link the schools to the community via the Internet. The report reveals that rural schools can succeed in integrating technology into the curriculum, but it takes a united effort combined with the rural districts' willingness to seek help from regional and state agencies. (GR)

ED 425 630 EF 005 140

Swedberg, Dan
Rural Schools Facilities: Additions & Renovations As an Integrated Sequence.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1-2, 1998). Diagram on page 19 contains very small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; *Rural Schools; *School Community Relationship; *School Expansion
IDENTIFIERS- Value Analysis

The community/school relationship is considered vital in helping rural school districts adapt to changing needs through renovation and/or expansion of its school facilities. How these needs are met involves choices that include consolidation with another district, new school construction, or renovation and adding on to an existing school. This paper argues that the addition/renovation choice can often be a successful one in meeting the changing needs of a school or district, and

Facing California ESL Students and Teachers across the Segments" (Gari Browning); "The Elementary-Secondary Transition: Issues in Articulation" (Sara Fields, Susan Dunlap); "Articulation between Segments: Secondary to Postsecondary Programs" (Linda Sasser); "Noncredit Students in California Community Colleges: A Community at Risk" (Margaret Manson); "Passages between the Community College and the California State University" (Robby Ching, Sue McKee, Rebecca Ford); "ESL Students Entering the University of California" (Janet Lane, Donna Brinton, Melinda Erickson); "Articulation Agreements between Intensive ESL Programs and Postsecondary Institutions" (Bill Gaskill); "Secondary Education in California and Second Language Research: Instructing ESL Students in the 1990s" (Robin Scarcella); "The Challenge of Articulating ESL Courses in Postsecondary Education: Policy and Legislative Issues" (Kathryn Garlow); "Is Remediation an Articulation Issue?" (Denise Murray); "University of California Responses to the Needs of Students: 1983-1996" (Marianne Celce-Murcia, Tippy Schwabe); "Teaching Analytical Writing to ESL Students: UCLA/High School Collaboration?" (Faye Peitzman); "Articulation or Collaboration?" (Denise Murray); "Establishing Partnerships: The San Diego County ESL Articulation Group" (Anne Ediger); "Building Bridges: Articulating Writing Programs between Two- and Four-Year Colleges" (Kim Flachman, Kate Pluta); "Noncredit to Credit Articulation: The City College of San Francisco Model" (Sharon Seymour, Nadia F. Scholnick, Nina Gibson); "Adult School to Community College: The Fremont Adult School-Ohlone College Model" (Mark Lieu); "Articulation between a Private Language School and Other Academic Institutions: The Case of ESL Language Centers/San Diego" (Jim Scofield, Vince Burns); and "In Their Own Voices" (Margaret Loken). (MSE)

ED 425 651 FL 025 629

Cazabon, Benoit; Lafortune, Sylvie; Boissonneault, Julie
La pedagogie du francais langue maternelle et l'heterogeneite linguistique (The Pedagogy of French Native Langauge Instruction and Linguistic Heterogeneity).
PUB DATE- 98
NOTE- 393p.
LANGUAGE- French
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Classroom Techniques; Comparative Analysis; Educational Strategies; Educational Trends; Elementary Secondary Education; Foreign Countries; *French; Language Maintenance; *Language Planning; Language Role; *Native Language Instruction; Policy Formation; *Public Policy; *Regional Characteristics; *Sociocultural Patterns; Teaching Methods; Trend Analysis
IDENTIFIERS- *Ontario

The report, entirely in French, presents a study of the instructional approaches used for French native language instruction at the elementary and secondary school levels in five regions of Ontario (northwest, northeast, mid-north, central, and east). It examined the nature and degree of linguistic heterogeneity and the distinctive traits of the linguistic groups in each of these regions and the cultural differences that influence the choice of instructional approaches and teaching methods. It then focused on the relationship between the administrative structures in place and the capacity to use strategies supporting the use of French. Finally, it examines the conceptual elements that can help establish a policy of language maintenance that encourages the and competitor states in research and development activity; and (5) the current system has no comprehensive strategy to maximize the use of existing and emerging technologies. (Contains 22 references.) (DB)

ED 425 671 HE 031 708

Shah, Chandra; Burke, Gerald
Student Flows in Australian Higher Education.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 96
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Age Differences; College Students; Degrees (Academic); *Enrollment Projections; *Enrollment Rate; Foreign Countries; Graduate Study; *Higher Education; Intellectual Disciplines; Models; Sex Differences; Tables (Data); Undergraduate Study
IDENTIFIERS- *Australia

This report describes the development and application of a model to study the movement of students in, through, and out of higher education in Australia. The model is designed to project the number of students, graduates, and dropouts by age, gender, and broad field of study. The model also estimates the probability of a student completing a program, the average time a student takes to complete a program, and the average time a student stays in the system. Among findings are the following: (1) female students and younger students have a greater probability of completing a program than males or older students; (2) engineering students are least likely and law students most likely to complete their programs; (3) the probability of completing a master's degree is about 67 percent, regardless of age; (4) male students are more likely than female students to complete research degrees; the latter are more likely to complete other graduate programs; and (5) total Australian undergraduate enrollment is projected to increase by 4.8 percent and graduate enrollment by 12.6 percent between 1995 and 2001. Individual sections of the report describe the model's background and structure and the data used in its application. Extensive data analysis tables are included. Two appendices provide additional methodological detail and data analysis. (Contains 19 references.) (DB)

ED 425 672 HE 031 709

Schepp, Julie; Olsen, Tammey
Fall 1998 Enrollment: North Dakota Institutions of Higher Education.
PUB DATE- 98
NOTE- 62p.; For previous report, see ED 416 731.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Transfer Students; *Enrollment; *Enrollment Trends; Full Time Students; *Higher Education; In State Students; Minority Groups; Out of State Students; Part Time Students; State Colleges; *State Universities; *Student Characteristics; Tables (Data); Trend Analysis; Tribally Controlled Education
IDENTIFIERS- *North Dakota University System

Industrial Archaeology; software engineering; mining extension service; National Research Center for Coal and Energy; alternative fuels project; College of Agriculture, Forestry, and Consumer Sciences; Perley Isaac Reed School of Journalism; College of Law; School of Physical Education; WVU at Parkersburg; Potomac State College of WVU; WVU Institute of Technology; and West Virginia Clearinghouse for Workforce Education. (DB)

ED 425 691 HE 031 741

Performance Indicators of California Higher Education, 1998. The Fifth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991).
PUB DATE- 98
NOTE- 110p.; See ED 419 447 for the 1997 report. Appendix contains light type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Accountability; College Freshmen; *College Outcomes Assessment; College Preparation; Data; Demography; Educational Trends; Evaluation Methods; Financial Support; *Higher Education; Transfer Students; Trend Analysis
IDENTIFIERS- *California; *Performance Indicators

This fifth annual report presents background information on the development and revision of performance indicators for higher education in California. The report describes the scope of the current set of 80 performance indicators, identifies recent trends, and delineates recent developments and future plans related to the set of indicators. The higher education performance indicators are divided into five categories: (1) characteristics of California's population; (2) fiscal support; (3) student preparation for college; (4) student access to college; and (5) student outcomes. Recent developments highlighted include: $100 million for a new program, "Partnership for Excellence," which distributes funds to districts on a per-student basis to improve student performance; planned administration in early 1999 of the Student Needs and Priorities Survey at California State University; and ongoing development at the University of California of reliable student survey instruments. Emphasis is on institutional accountability in achieving demonstrable improvements in student knowledge, capacities, and skills. Three fact sheets summarize data on the following topics: "Preparation of California Public High School Graduates for College, 1994 to 1997," "First-Time Freshmen in California Colleges and Universities, Fall 1997," and "New Community College Transfer Students at California Public Universities". The relevant state statutes are appended. (DB)

ED 425 692 HE 031 742

Beaning, David
Law School Involvement in Community Development: A Study of Current Initiatives and Approaches.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

that is both supported by current research and found in exemplary technology plans. The guide will help technology planning teams to start and guide a technology planning process, develop planning criteria, refine technology planning processes, analyze technology planning models, and review technology plans developed by other school districts and organizations. The first section discusses the basic principle of technology planning and presents guidelines for using this guide. Guiding questions for technology planning that address the following areas are presented in the next section: (1) creating a vision of learning; (2) how technology will be used to support this vision; (3) developing a supportive infrastructure, including professional development, training, technical support, networking, hardware, software, and facilities; (4) understanding the content of the technology plan; (5) garnering public support; (6) implementing the technology plan; (7) and evaluating the implementation of the technology plan. A concluding section discusses important factors in the technology planning process. A list of resources, including references and materials, technology planning models, and model technology plans is appended, as well as contact information for Regional Technology in Education Consortia. (DLS)

ED 425 710 IR 019 165

Fine, Carole; Tinzmann, Margaret Baker; Anderson, Mary; Anderson, Whit; Pitlik, Deborah
Learning With Technology. Facilitator's Guide, Revised Edition, and Participant's Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 309p.; Total course materials consist of a Facilitator's Guide (127 pages), a Participant's Manual (150 pages), and a "Lunch Box" containing 7 videotapes. This document is composed of just the printed course materials.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Computer Mediated Communication; *Educational Media; *Educational Technology; Elementary Secondary Education; Faculty Development; *Instructional Design; Instructional Innovation; Instructional Material Evaluation; Internet; *Professional Development; Teacher Workshops; Teaching Guides; *Videotape Recordings
IDENTIFIERS- Technology Based Instruction; Technology Integration

This research-based professional development course is designed by the North Central Regional Educational Laboratory to offer participants ways to connect technology with teaching and learning, and to examine ways to apply technology innovations to instruction and to improving teaching and learning. In the six, 2-hour sessions, participants (who should have previous experience using the Internet and other computer-related technologies) will work with their facilitators to: (1) explore the concept of engaged learning and the role technology plays in instruction; (2) use a planning framework to analyze and design technology-supported units and lessons that engage students;(3) build and collect a portfolio of lesson ideas; (4) reflect on current practice, refine existing lessons, and design new lessons and units; (5) analyze video, print, and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; Advertising; Behavioral Objectives; Citizenship Education; Classroom Techniques; Democracy; Information Literacy; Internet; Learning Activities; Lesson Plans; *Literacy Education; *Political Campaigns; *Political Power; Power Structure; *Student Empowerment; *Voting

This document, which was developed to assist individuals working in publicly sponsored literacy programs in Georgia, offers instructional plans and practical strategies designed to help teachers empower their students of adult literacy, adult basic education, General Educational Development, and English as a second language. Detailed guidelines are provided for conducting three group learning activities devoted to the following topics: the history of voting rights in the United States and issues surrounding current laws prohibiting voting; the importance of participatory democracy, voting patterns, and evaluation of their implications; and political campaigning and advertisement and evaluation of the information presented in them. Each activity contains the following: overview and rationale; skills developed in the activity; steps in preparing for the activity; materials needed; detailed explanation of the steps entailed in conducting the activity; and discussion questions. Also included are student handouts for each activity, a brief discussion of whether politics belong in literacy classrooms, other ideas for teaching about voting, and a list of pertinent Internet resources. (MN)

ED 425 272 CE 077 212

Haddad, Sergio, Ed.
Adult Education--The Legislative and Policy Environment.
PUB DATE- 97
NOTE- 186p.; Reprinted from the International Review of Education 42, nos. 1-3, 1996. Published in cooperation with UNESCO Institute for Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Comparative Education; Developed Nations; Developing Nations; *Educational Legislation; *Educational Philosophy; *Educational Policy; Foreign Countries; High School Equivalency Programs; *Policy Formation; Postsecondary Education; Public Policy; Vocational Education

The 10 studies in this volume present a sampling of policy and legislation relating to adult learning in various parts of the world. The articles resulted from an international research project conducted at the UNESCO Institute for Education in conjunction with the University of Florence. They were written by the following contributors: Robb Mason (Australia), Sergio Haddad (Brazil), M'Badiala Cisse (Ivory Coast), Laszlo Harangi and Janos Sz. Toth (Hungary), Ila Patel (India), Aicha Belarbi (Morocco), Maria Luisa Canieso-Doronila (the Philippines), Carl Rohrer and Irena Sgier (Switzerland), Peter Raggatt and Richard Edwards (England and Wales), and Phyllis M. Cunningham (United States). Each study outlines the historical background and general approach to adult education programs in the country concerned and describes the legislative and policy contexts in which such programs operate. The contributors discuss trends,

508-513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Course Content; Curriculum Guides; *Health Occupations; Labor Education; Learning Activities; On the Job Training; *Second Language Instruction; *Spanish; *Speech Skills; Teaching Methods; *Workplace Literacy

This syllabus and curriculum guide were developed for a 12-week course in workplace Spanish for clinical workers at the Claretian Medical Center on the south side of Chicago. The purpose of the class was to provide basic communicative abilities in Spanish to the medical staff---registered nurses, triage nurses, and laboratory technologists--such as saying greetings, understanding patient injuries and illnesses, and asking simple questions. Topics for each of the 12 weeks include the following: greetings, letters of the alphabet, and numbers; days and dates; body parts; times, symptoms; family members, internal organs; medicinal warning labels; vocabulary; clinic; giving directions; listening skills; food and diet; and review and posttest. Each week's outline lists objectives and activities. (YLB)

ED 425 291 CE 077 508

Martin, Sabrina Budasi; Wilson, Sallie; Aaronson, Joy; Mings-Tennant, Mary Ann
Suncast Corporation English as a Second Language "Products & Quality" Curriculum Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 11p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 509-513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; Behavioral Objectives; Curriculum Guides; *English (Second Language); Instructional Materials; Job Skills; Learning Activities; *Literacy Education; Machine Tools; *Manufacturing; *Quality Control; Second Language Instruction; Second Language Learning; Vocabulary Development; Vocational Education; *Vocational English (Second Language); *Workplace Literacy

This curriculum guide provides materials for a site-specific workplace course in products, machines, and quality for students of English as a second language. Lists of course objectives are provided for preliteracy and Levels 1, 2, and 3. The language skills to be covered, suggested activities, materials needed, and print resources are listed. The products, machines, and quality course vocabulary list is categorized as follows: common defects list for assembly, machines, important words/phrases, work form (rejection ticket), molding department, hose reel department, quality control department, small assembly department, material handlers, and extrusion department. (YLB)

ED 425 292 CE 077 509

Claretian Medical Center Task Analysis. Worker Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Choice; Career Development; Career Education; Career Planning; *Demand Occupations; Employment Opportunities; *Employment Patterns; Employment Projections; *Employment Qualifications; Entry Workers; Fringe Benefits; Higher Education; Job Analysis; Labor Market; *Occupational Information; Postsecondary Education; *Promotion (Occupational); *Salaries; Secondary Education; Work Environment

This publication presents 100 careers the U.S. Department of Labor and other sources project as the fastest growing through the year 2006. A shaded bar on the bottom of the title page of each article contains a listing of codes for three commonly used government classification systems. Shaded bars at the bottom of other pages provide quick facts. Each article contains the following sections: definition (the duties and responsibilities of the career); nature of the work (an average day for a worker, including primary and secondary duties; types of tools, machinery, or equipment used and other types of workers they interact with); requirements (the formal educational requirements necessary to become employed in the field; training sources; certification, licensing, and continuing education requirements; and helpful high school and college classes); opportunities for experience and exploration (ways to explore the field); methods of entering (tips on how to land a first job); advancement (the career path and tools needed to proceed in the career); employment outlook (the potential long-term outlook); earnings (salary ranges for beginning, midrange, and experienced workers); fringe benefits; conditions of work (a typical day on the job); and sources of additional information (contact information for resource organizations). (YLB)

ED 425 310 CE 077 598

Michigan Articulation Handbook.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Curriculum Development; Educational Mobility; Educational Planning; Postsecondary Education; Program Content; Program Development; Program Implementation; Secondary Education; *Tech Prep; Transfer Policy
IDENTIFIERS- Michigan

This handbook contains guidelines and recommendations for secondary and postsecondary faculty and administrators in developing articulation agreements. It defines articulation, lists student and educational institution benefits, and describes the following types: accelerated placement; business, professional, or private organization certification; credit by examination; and formal articulation agreements. These steps in a formal articulation agreement process are discussed: discussion, curriculum alignment, refinement of proposed programs, approval process, and agreement review provision. A discussion of implementing articulation lists information to be provided to and items to be processed by the student. Other better personal finances, two-fifths spent more time keeping up with current events, one-fifth obtained library cards for themselves or a child and used libraries more frequently, one-fifth registered to vote, and one-fifth began attending or attended more local community events. Health and psychological benefits credited to the GED included the following: ability to set more realistic goals, greater satisfaction with life, increased openness to change, improved self-understanding and problem-solving ability, better diet and exercise habits, and increased rates of undergoing medical and dental checkups. The survey instrument is appended. The bibliography lists 16 references. (MN)

ED 425 329 CE 077 703

Making Standards Work! A Teacher's Guide to Integrating Academic Content Standards and Assessments with Workplace Competencies and School-to-Career Activities.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Articulation (Education); Career Development; Classroom Techniques; Communication Skills; *Competency Based Education; Education Work Relationship; Elementary Secondary Education; Employment Potential; Employment Qualifications; Evaluation Methods; *Integrated Curriculum; Job Skills; Learning Activities; *Mathematics Instruction; Performance Based Assessment; Problem Solving; School Community Relationship; Special Needs Students; State Curriculum Guides; State Standards; *Statewide Planning; Student Evaluation; Teaching Guides; Thinking Skills; *Vocational Education
IDENTIFIERS- *Colorado

This handbook, which is intended for K-12 teachers in Colorado, explains how to integrate academic content standards and assessments with workplace competencies and school-to-career activities. The handbook is divided into four sections. The first presents the Colorado General Workplace Competencies, which describe the skills and knowledge students need to be successful in most careers and in college. The competencies are organized into five categories: communication; organization; thinking; technology; and worker qualities. The second section, titled "Opportunities for Success," offers guidelines for educators as they help special populations of students meet academic content standards and participate in school-to-career opportunities. Section 3 features grids providing examples of how the Colorado General Workplace Competencies cross-reference with the Colorado Model Content Standards for mathematics in grades K-4, 5-8, and 9-12. Each grid is followed by examples of classroom strategies combining a specific academic content standard, career development activity, general workplace competency, and assessment strategy. Quotations included throughout the handbook provide the perspectives of Colorado educators, business leaders, and students on integrating workplace competencies and academic content standards. A sample rubric constitutes the fourth section. Concluding the handbook are the addresses of Colorado's six school-to-career regional resource centers. (MN)

ED 425 330 CE 077 704

strategies to reduce the gaps in needed skills and trained workers were identified: continuing education reform, especially school-to-work transition, and vocational education; increasing the availability of secondary and postsecondary vocational-technical education; compressing adult vocational training; funding customized training linked to specific job openings; creating one-stop career centers; increasing training through the Job Training Partnership Act for adults who need basic skills; integrating basic skills with work and vocational training; and adding basic skills training in community and technical colleges. (KC)

ED 425 347 CE 077 749

Education and Workforce Issues. Public Attitudes and Awareness.
PUB DATE- 97
NOTE- 27p.; Research conducted by Elway Research, Inc., and Davis Tietze & Co.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dislocated Workers; *Education Work Relationship; *Educational Attitudes; *Educational Needs; Educational Planning; Elementary Secondary Education; Employment Patterns; *Futures (of Society); *Job Training; Postsecondary Education; Public Opinion; Retraining; School Business Relationship; Statewide Planning; Tech Prep; *Vocational Education
IDENTIFIERS- *Washington

A research project was conducted to assess public attitudes and awareness of workforce training and education issues, with an emphasis on school-to-work transition. The survey was designed to form a baseline against which to measure changes over time in public attitudes and awareness. Data for the research were gathered through executive interviews with key stakeholders, a series of four electronic forums held around the state with 196 participants, and a random sample telephone survey of 603 state residents. The study found that the Washington residents interviewed were generally optimistic about the global economy and the state's place in it. Nearly three-fourths of the respondents thought that Washington is "well prepared" or "very well prepared" to meet the challenges of a global economy. Twice as many responding said that "raising the skill levels for more people" was most significant as said "keeping middle class jobs in Washington state," or "raising the standard of living for the less well-to-do." Most respondents thought that high schools were doing a good job of preparing students for college but doing a poor job preparing students who were not heading to college. Most recognize that new skills will be needed for the new economy and that career preparation should begin during K-12 education. They support a variety of ways to get more skills to more people, including public, private, and public-private partnerships. (KC)

ED 425 348 CE 077 755

Workforce Training Results 1998. An Evaluation of Washington State's Workforce Training System.
PUB DATE- 98
NOTE- 198p.; For the 1997 report, see ED 413 521.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Apprenticeships; Community Colleges; Employer Attitudes; Employment Opportunities;

the video presents some benefits and challenges of the program from several points of view intended to stimulate further discussion. The video complements the CRU programs for middle and high school students. (EMK)

ED 425 367 CG 028 900

The Changing Contexts of Aging: Opportunities and Challenges in the New Millennium. Program Abstracts. Annual Scientific Meeting of the Gerontological Society of America (51st, Philadelphia, PA, November 20-24, 1998).
PUB DATE- 98
NOTE- 429p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Abstracts; *Aging (Individuals); Geriatrics; *Gerontology; Older Adults; Professional Associations

This special issue of "The Gerontologist" contains session by session abstracts from the society's 51st Annual Scientific Meeting. Abstracts are arranged numerically by the number of the session in which they appeared and in the order of presentation within each session. There are a total of 391 sessions. Session topics are not provided; and there is no discernable logic to the arrangement of topics. Abstracts appear to average approximately 200 words. An index of participants is provided with references to their session numbers. The Gerontological Society of America has divisions covering biological sciences, clinical medicine, behavioral and social sciences, and social research, policy, and practice. Sessions #324 (8 abstracts) and #326 (2 abstracts) focus on education-related matters, but very few other papers have a direct linkage with the field of education. (EMK)

ED 425 368 CG 028 903

DiBlassio, Jamie; Simonin, Danielle; DeCarolis, Anthony; Morse, Laura; Jean, James; Vassalotti, Lauren; Franks, Kristin; Chambliss, Catherine
Educational Resources Available on the Internet: Assessing the Quality of Psychological Healthcare Sites.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Health Care Costs; *Health Education; Information Dissemination; *Mental Health; Patient Education; *World Wide Web
IDENTIFIERS- *Web Sites

The development of the Internet offers an entirely new means of providing psychological healthcare and access to psychological information. For mental healthcare consumers who possess the necessary cognitive and computer skills, as well as the access to the proper equipment, the Internet literally opens up a world of treatment possibilities previously unimaginable. For consumers who are introverted, confined to the home, or for when privacy is a priority, these remote forms of treatment and sources of information are extremely attractive. Unfortunately, the quality of these sites is not regulated and varies extensively. The absence of regulatory measures could result in misleading and potentially harmful effects. This study provides comparative data describing the quality of 775 Internet

*Outcomes of Treatment; *Self Efficacy

Research has shown that optimistic and pessimistic outcome expectancy evaluations are associated with adaptive and maladaptive levels of psychological functioning, physical wellness, and health recovery issues. The research of M. F. Scheier, C. S. Carver, M. E. P. Seligman, and C. R. Snyder supports the hypothesis that elevated optimism or optimistic cognitive sets will correlate with motivation, action, perseverance, and enhanced probabilities of goal acquisition, as well as behavioral engagement, lowered depressive symptomology, and improved and sustained health, whereas lower outcome expectancies will correlate with disengagement, demotivation, lowered performance, passivity, elevated depression, and diminished health recovery rates. The research reviewed not only has important implications for adaptive psychological functioning; it also extends empirical support for the mind-body connection. (Author)

ED 425 388 CG 028 949

Eggert, Leona; Kumpfer, Karol L.
Drug Abuse Prevention for At-Risk Individuals.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 97
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Drug Abuse; Health Education; *High Risk Students; High School Students; High Schools; Models; *Prevention; School Counseling; Student Adjustment; Substance Abuse; Suicide

The purpose of this resource manual is to provide the reader with an increased understanding of the concept of indicated prevention. The manual describes key features of indicated prevention strategies, briefly describes some examples of successful indicated prevention programs implemented in different settings, and presents a detailed description of the Reconnecting Youth Program--a school-based program targeting youth in grades 9 through 12 who are at risk for dropping out, substance abuse, and suicide. Section 1 covers the use of this drug abuse prevention resource material. Section 2, "Introduction to Indicated Prevention," provides models of prevention, indicated prevention intervention strategies, key features of programs, how to match individuals to programs, and an example of indicated prevention. Section 3, "Introduction to Reconnecting Youth: A Peer Group Approach to Building Life Skills," includes the history of the program, development approach, the PGC (Personal Growth Class) model, an overview of classes, social activities, school bonding, crisis response plan, and efficacy studies. The PGC integrates a positive peer group culture and counseling with a life skills development learning process. Section 4 discusses the training curriculum, positive peer group culture, and the relationships of key program elements to each other and overall program goals. Section 5 covers planning, implementing, and evaluating a Reconnecting Youth Program. Appendixes include resources, program units, tips for teachers, suggestions for parents, and evaluation tools. (EMK) tested. Parent meetings were held to explain the new format. Many teacher team meetings were used to refine ideas. After the first distribution of the new design, a survey was taken of parents and teachers. Additional revisions were made in the third year; and surveys indicate positive reactions and general satisfaction. (Author/EMK)

ED 425 408 CG 028 978

Kampfe, Charlene M.
Variability in Response to Life Transitions: Application of a Transition Model.
PUB DATE- 97
NOTE- 11p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; *Coping; Elementary Secondary Education; *Life Events; Psychological Patterns; *Stress Management; *Stress Variables

The modified House Model of Social Stress is used to discuss the variability of individual responses to potentially stressful events or transitions. The model graphically depicts the variety of ways people respond to the potentially complex interaction among variables associated with stress. It also depicts the potential relationship among perceptions, coping strategies, and outcome. The model, as adapted, comprises five types of variables: (1) conditions conducive to stress; (2) perceptions; (3) responses; (4) conditioning variables; and (5) outcomes. The model suggests that a wide array of variables will influence an individual's response to an event and the outcome of that event. Among these variables are perceptions of the event, coping strategies used to respond to it, and possible conditioning variables that could directly or indirectly influence outcome. The examples used in presenting the model at the China-U.S. Education Conference are included. Application of the model to three events is included: (1) parents' reactions to a child's deafness; (2) children's reactions to national tests; and (3) children's reactions to the transition from one school to another. (Author/EMK)

ED 425 409 CG 028 979

Oester, Terry K.; Oester, Dawn E.
Life-Long Learning: Learning To Be Productive.
PUB DATE- 97
NOTE- 8p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Children; Continuing Education; Global Approach; *Information Technology; *Lifelong Learning; Nontraditional Education; *Productive Thinking; *Teacher Role
IDENTIFIERS- *Information Age

This paper describes global changes in education to be expected as a result of the expansion of information technology. Technology expands access to alternate sources of information of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Connecticut, 2,577 students in 101 public schools and 290 students in 13 non-public schools were assessed. This report describes the reading proficiency of Connecticut fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Connecticut on the NAEP reading scale was 222 compared to 212 nationwide. (CR)

ED 425 428 CS 013 318

NAEP 1994 Reading State Report for Delaware. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Delaware; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Delaware, 2,239 students in 51 public schools and 544 students in 22 non-public schools were assessed. This report describes the reading proficiency of Delaware fourth-graders and compares their overall performance to students in the Northeast region assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Mississippi, 2,762 students in 103 public schools were assessed. This report describes the reading proficiency of Mississippi fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Mississippi on the NAEP reading scale was 202 compared to 212 nationwide. (SR)

ED 425 442 CS 013 332

NAEP 1994 Reading State Report for Missouri. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Missouri; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Missouri, 2,670 students in 105 public schools and 372 students in 19 non-public schools were assessed. This report describes the reading proficiency of Missouri fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP

Texas, 2,454 students in 98 public schools were assessed. This report describes the reading proficiency of Texas fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Texas on the NAEP reading scale was 212 compared to 212 nationwide. (CR)

ED 425 456 CS 013 346

NAEP 1994 Reading State Report for Utah. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Utah

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Utah, 2,733 students in 105 public schools were assessed. This report describes the reading proficiency of Utah fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a

ED 425 472 CS 216 549

Fullmer, Shawn E.
The Good Teacher: Stories of Learning.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Ethnography; Graduate Students; Higher Education; Teacher Competencies; Teacher Education; Teacher Role; *Teaching Assistants; Teaching Methods; *Teaching Styles

An ethnographic study examined three new teaching assistants (TAs) from July 1995 to July 1996 at a state university. Data included observing their classrooms, gathering artifacts, and talking about their experiences to determine what types of training and experiences lead to a successful TA and what elements or characteristics comprise a successful TA. Subjects each taught an English 101 class in the fall quarter 1995, used the same textbook, and developed similar syllabi. Results indicated that the teacher's authoritative status in relation to his or her students, and the teacher's organization of the classroom lesson plans, especially in terms of time management, are important issues. Findings suggest that each teacher should explore the spectrum of pedagogical stances, eventually donning the most natural and comfortable. (CR)

ED 425 473 CS 216 550

Harris-Benn, Charlotte
Ain't I a Woman: Affirming the Place of the African Woman in America.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Classroom Techniques; Ethnic Groups; *Females; Feminism; Higher Education; Literature Appreciation; *Minority Groups; Reading Instruction; Social Bias; Social Discrimination; Student Empowerment; *Subcultures; Teaching Methods; *Writing Instruction
IDENTIFIERS- *African Americans; *Morrison (Toni)

A reading and writing instructor of a population of students who are largely "marginalized" (of African descent, female, and/or poor) sees the literature of Toni Morrison as a relevant and critical teaching tool. Additionally, the instructor believes it is important to look critically at Morrison's literature for several reasons: (1) Morrison raises the political consciousness of students in order to enable them to actuate against this oppression and to empower them to transform the social structure that is oppressing them; (2) she writes to "bear witness" (to confirm or reinforce the truth) to the material conditions of the black woman in America and her responsibility for bringing their community together; and (3)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Policy; *Democracy; *Educational Change; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Local Issues; Local Legislation; *Participative Decision Making; Philosophy; *School Community Relationship; School Districts

This paper reviews the literature and findings of a prior study (Dixon 1997) that described and categorized contrasting elements of different conceptions of democracy: liberal democracy, participatory democracy, and community democracy. A table in the appendix also presents this comparison. These contrasting conceptions of democracy were then used to evaluate recent reform ideas of three prominent democratic school reformers: Theodore Sizer, "Horace's Hoe"; Carl Glickman, "Revolutionizing America's Schools"; and Henry Levin, "The Accelerated Schools Resource Guide." Others sources are concerned with ideas such as greater democracy in school decision making; shared governance; parental consultation; local school political structures and constituencies; and the product and process of democratic reforms. These earlier writings provide an understanding of how experts describe American democracy, and develop implications for reformers who want to establish democratic school culture. Content analysis of the works by Sizer, Glickman, and Levin is used to categorize their views on the following issues: elements of community democratic education; views on government; nature of individuals and of the masses; mode of participation, nature of problems and knowledge, and information access and dissemination; expanse of government; value priorities; and implications for consumers of community democratic education reforms. (Contains 143 references.) (RIB)

ED 425 492 EA 029 266

Deciding What Students Should Learn: How School Programs Are Developed in Alberta.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Educational Development; Elementary Secondary Education; Expectation; Foreign Countries; Instructional Development; *Outcomes of Education; Program Development
IDENTIFIERS- *Alberta

Canada's provincial programs of study are legal documents that state what students are expected to learn and expected to do in all subjects and grades. In Alberta, programs of study exist for elementary, junior high school, and senior high school students. These programs contain two types of information: a philosophy of learning, which includes "belief statements" about the program; and general and specific learner outcomes, which define clear statements of the knowledge, skills, and attitudes that students are expected to learn. This booklet describes what resources support school programs, analyzing them by resources for students, resources for teachers, and resources for student evaluation and assessment. It explains what goes into the making of a program, such as identifying

ED 425 510 EA 029 299

Understanding California's School Improvement Issues: A Handbook.
EdSource School Improvement Project.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Change; Educational Finance; *Educational Improvement; Elementary Secondary Education; Expectation; *Public Schools; *School Community Relationship; School Effectiveness; School Restructuring; *Summative Evaluation
IDENTIFIERS- *California

This handbook is designed to help school communities work together to strengthen California's public schools. It provides information to help leaders in school-improvement efforts be more effective and is designed for parent leaders, teacher leaders, school administrators, businesspeople, philanthropists, school board members, and others with a stake in the schools. Section A opens with an overview of changes in California education and what public schools must do to keep up with these changes. Sections B-G outline six key education-improvement issues: (1) curriculum--what subjects schools should teach and how these subjects fit together; (2) student performance--how well students are learning and how this learning can be measured; (3) teaching and instruction--the different ways that students, classes, and time can be organized to affect learning and the challenges facing educators; (4) school funding--how much schools must spend and how they can spend it; (5) the system itself--who is responsible for what duties in California schools, including ways in which schools are held accountable for their performance; and (6) a shared responsibility--how can schools and communities work better together. Each section includes a brief description of what's happening in California today; a brief discussion of key issues and trends shaping the future; suggestions for effective ways to get involved; and a list of resources and references. An appendix also lists agencies that can help. (RJM)

ED 425 511 EA 029 404

Bodilly, Susan J.
Lessons from New American Schools' Scale-Up Phase: Prospects for Bringing Designs to Multiple Schools.
PUB DATE- 98
NOTE- 157p.; For related document, see ED 396 377.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Educational Change; *Educational Improvement; Elementary Secondary Education; Longitudinal Studies; Models; Program Descriptions; Program Evaluation
IDENTIFIERS- *New American Schools

In 1991, New American Schools (NAS) was established to help schools transform themselves into high-performing organizations. Findings drawn from an implementation analysis

DESCRIPTORS- Change Strategies; *Curriculum Development; *Educational Change; Foreign Countries; High Schools; *National Curriculum; Program Evaluation; Resistance to Change; *Student Empowerment; Student Participation; Teacher Student Relationship
IDENTIFIERS- *Norway

In 1994, Norway implemented large-scale educational reforms that altered the face of education in that country. An overview of these changes in upper-secondary education is presented in this paper. The report describes how international competition created a sense of urgency, prompting the government to rush in with wholescale education changes. Some of these reforms altered the curriculum so that all students, those in academic tracks and those in vocational tracks, followed the same basic courses in the first year. Evaluations of these curriculum reforms in uppersecondary education are discussed, along with the notion of the school as a learning organization, the problem of changing cultures in a school, and teachers' and students' attitudes toward these changes. Since much of the reform centered on Pupils' Responsibility for their Own Learning (PROL), a detailed discussion of this process is offered, which includes feedback on what teachers and pupils say about PROL and the pupil as a cooperative partner. Results of these evaluations indicate that teachers must expose students to different ways of teaching so that students can choose which style they like best. Such an approach may circumvent the "culture of resistance" that has arisen toward these reform strategies. (RJM)

ED 425 530 EA 029 496

Skidmore, David
Theorising School Development: A Dialogical Approach.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democratic Values; Educational Change; *Educational Development; Foreign Countries; Program Effectiveness; Secondary Education; Special Education; *Teacher Attitudes
IDENTIFIERS- *Consensus Models; Dialogical Thinking; England

A recurrent refrain in education is that a restructuring initiative's success hinges on the extent to which the school staff shares goals. An examination of this notion, called the "consensus thesis," is provided in this paper. The report draws on findings taken from a study of two English secondary schools that developed provisions for students with difficulties in learning. For the study, semistructured interviews with cross-sections of the teaching staff were conducted in which teachers were asked to describe and comment on the school's provision for special educational needs. The central question of the paper is whether the consensus thesis is capable of accounting for the processes that were found to be at work in these schools. The report focuses on the educability of pupils, explanations of educational failure and underachievement, the schools' response to student difficulties, teachers' condition of expertise in teaching, and the disparate value system to which teachers appealed. The results suggest that an important property of teachers' speech about schooling is plurality. It seems that in schools where major development initiatives are under way--initiatives that aim to improve provisions for activity in the "Steps to Self-Determination" curriculum. The program is meant to assist students in learning more about themselves and developing the skills they need to achieve their goals, getting support from family and friends, and learning from each experience to become more self-determined every day. The curriculum is designed to be delivered over the course of one 55-minute orientation session, one 6-hour workshop session, and 16 topical sessions of approximately 55 minutes each. Worksheets for the orientation session, workshop, and class sessions are provided. Topics of the sessions include: (1) identifying individual dreams; (2) determining what is important; (3) creating options for long-term goals; (4) setting goals; (5) choosing short-term goals; (6) planning steps to reach short-term goals; (7) planning activities; (8) taking the first step; (9) creative barrier breaking; (10) group problem-solving; (11) a journey to self-determination; (12) assertive communication, part 1; (13) assertive communication, part 2; (14) steps in negotiation; (15) conflict resolution; and (16) future planning. Throughout the sessions, students are urged to anticipate the results of their planned actions and modify their plans to achieve the desired results. (CR)

ED 425 551 EC 305 685

Hoffman, Alan; Field, Sharon; Sawilowsky, Shlomo
Steps to Self-Determination: A Curriculum To Help Adolescents Learn To Achieve Their Goals. Self-Determination Knowledge Scale.
PUB DATE- 96
NOTE- 120p.; For related documents, see EC 305 683 and EC 305 684.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Assertiveness; Conflict Resolution; Curriculum; *Disabilities; Evaluation Methods; Goal Orientation; Interpersonal Communication; Problem Solving; Questionnaires; Secondary Education; *Self Determination; *Skill Development; *Student Evaluation

The "Self-Determination Knowledge Scale" (SDKS) Form A and Form B are designed as a pretest and posttest for the "Steps to Self-Determination" curriculum. The program is meant to assist students, with and without disabilities, to learn more about themselves and develop skills to achieve their goals, get support from family and friends, and learn from each experience to become more self-determined every day. These scales contain structured response items to assess the student's cognitive knowledge of self-determination as taught in the curriculum. The reading level is at approximately the fifth-grade. The Cronbach alpha internal consistency reliability estimate for the SDKS is approximately .85. Content validity was based on the blueprint approach to test construction and on expertise provided by multiple state and national review panels consisting of individuals with disabilities, parents of persons with disabilities, educators in special education, adult service providers, researchers, and employers. SDKS Form A begins with 20 true/false questions relating to self-determination, followed by 17 questions on presented student scenarios. SDKS Form B also has 37 questions and combines true/false questions with questions on student scenarios. This packet of materials includes 20 copies of Form A and 20 copies of Form B. (CR)

ED 425 552 EC 306 213

organizations from identification of a vision for their future to specific actions to get moving on the journey to that future (PATH); (4) "Our Family's Maps" (Bryn, Clark, Lindsay, and Kalli Fortune); (5) "Person-Centered Planning and the Quest for Community Membership" (John O'Brien and Connie Lyle O'Brien); (6) "The True Conductor of Tim's Life" (Karen Holt); (7) "A New Way of Planning for Michael" (Joann Sorem); (8) "Who Can Facilitate Person-Centered Planning?" (Jack Pearpoint and Marsha Forest); (9) "Circles of Friends in Planning with Students" (Gerv Leyden, Colin Newton, and Derek Wilson); (10) "Becoming Dream Catchers: Person-Centered Planning and Youth with Severe Disabilities" (Anne Malatchi); (11) "A Plan Is Not an Outcome" (Michael W. Smull); (12) "Creating Person-Centered Organizations" (Ron Spoelstra); (13) "Living Person-Centered Planning in the Village of Kumbayah" (Shina Asante Ahad and Bahiya Cabral Asante); (14) "Planning for Systems Change in Alaska" (Karen Ward, Gordon Ward, Brenda Ross, Robyn Rehmann); (15) "A Person-Centered Approach to School System Planning" (Ken Woodley); (16) "It's for All of Us, or Not at All" (Andy Smith); and (17) "What's Most Important? 'Tis People,.." (Te Ripowai Higgins). The issue closes with an 11-item list of resources about person-centered planning. (CR)

ED 425 572 EC 306 830

Guidelines and Standards for Children with Special Health Needs: Bibliography of Materials from the NCEMCH Library.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Assistive Devices (for Disabled); *Child Health; *Chronic Illness; Early Childhood Education; Educational Strategies; Elementary Secondary Education; Family Programs; Federal Legislation; Federal Programs; Head Injuries; *Health Programs; *Integrated Services; *Nutrition; Preschool Education; *Special Health Problems; Standards; Teacher Role
IDENTIFIERS- *Special Needs Children

Culled from the National Center for Education in Maternal and Child Health reference collection, this list contains 102 materials concerning guidelines or standards for any aspect of care for children with special health needs. Each listing contains a brief description of the resource and information for obtaining the materials. Topics include: transportation, early intervention, standards for the clinical nurse, feeding young children with special needs, out-of-home child care programs, nutrition, family-centered care, federal legislation, HIV health services, access and quality of care under Medicaid managed care, childbirth education, gastrostomy feeding, infection control, sexual training, medical technology, health care, sexual abuse, accessibility standards, family support, care coordination, school personnel training, federal programs, cultural competency, educational planning, handbook for teenagers written by young adults, head injuries, and the role of educational support personnel. (CR)

ED 425 573 EC 306 831

Culturally Competent Services: Bibliography of Materials from the NCEMCH Library.

Furthermore, rarely were individuals knowledgeable about students with disabilities involved in the development of standards. Only eight states indicated specifically that these individuals were included in standards development. Finally, state standards covered many areas beyond academics; however, states almost exclusively focused their assessments on academics. Recommendations are presented and include: (1) standards should apply to all students, including those with disabilities and standards documents should clearly state that this is so; (2) accommodations should be provided to allow students who need them to reach standards; and (3) special educators should be involved in standards development. Appendices include relevant data charts. (Contains 18 references.) (Author/CR)

ED 425 590   EC 306 931

Ysseldyke, James E.; Thurlow, Martha L.; Langenfeld, Karen L.; Nelson, J. Ruth; Teelucksingh, Ellen; Seyfarth, Allison
Educational Results for Students with Disabilities: What Do the Data Tell Us? Technical Report 23.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Accountability; *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; School Effectiveness; Special Education; *State Programs; Student Participation
IDENTIFIERS- National Center on Educational Outcomes

This report discusses the findings of a study that analyzed 115 public reports from state accountability offices and state special education offices to investigate how students with disabilities are doing academically and nonacademically. A framework developed by the National Center on Educational Outcomes (NCEO) was used to organize results. Analysis indicated very limited information on students with disabilities in state accountability reports. Almost every state (47) provided data in the academic and functional literacy domain, but only 13 reported on students with disabilities in this domain. These states provided information on how students with disabilities performed on statewide assessments, yet there was a range in the amount and types of data presented. In general, the performance of students with disabilities was considerably below that of students without disabilities. While 38 states reported on students with disabilities in the participation domain (graduation or exit data, enrollment data, dropout rates, time spent in various settings), only 12 provided data beyond that required for federal reporting. The additional areas were participation in large scale assessments and family involvement. Results revealed that states are beginning to report on the performance and progress of students with disabilities. Appendices include relevant data. (Contains 13 references.) (CR)

ED 425 591   EC 306 932

Thurlow, Martha; Albus, Deb; Spicuzza, Richard; Thompson, Sandy
Participation and Performance of Students with Disabilities: Minnesota's 1996 Basic Standards Tests in Reading and Math.

This booklet offers suggestions to those involved in planning school construction efforts, in order to help them better understand the process of designing and building such facilities, particularly with regard to the role of the architect. The text defines what good architecture is and what it should accomplish. It considers the services needed, pre-design considerations, pre-programming and budgeting, site selection, preliminary diagrams, preliminary cost estimates, schematic design and cost estimates, completing the design, contract documents, cost estimate revisions and review, construction bids, and construction. Specific guidelines are offered on a timeframe for design and construction. These include when to hire the architect, how to hire this person, the fee and the contract, what to expect, the design framework, and winding up. Throughout the process, it is important for administrators to remember that teachers and students are the clients and that education is the primary goal. Three appendixes offer a case study, information on how to become an architect, and a glossary of terms. (RJM)

ED 425 609 EF 005 047

Johnson, Doug
Some Design Considerations When Building or Remodeling a Media Center.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architects; Building Design; Educational Facilities; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; Facility Improvement; *Learning Resources Centers; *School Construction; School Libraries

To help plan for the building or renovating of a media center, this paper presents a list of questions that the steering committee and the architect or project leader needs to answer. It opens with some general rules for planning, such as using a steering committee composed of stakeholders, involving the architect as soon as possible, not designing for nonexistent technology, using older, familiar technologies such as television, CD-ROM, and the Internet, and learning how to read blueprints. Some of the questions for the planning committee include asking how the new facility will be used, near what areas of the school the media center should be located, how the center will be staffed, and whether the computer labs should have a lecture or lab type design. The architect must be asked if the media center allows for different kinds of student use, if the design eliminates any areas which cannot be seen from a single location, whether new technologies are being accommodated, if the lighting is adequate, if security will be in place, if all areas and resources are accessible by the physically challenged, if the furniture is of high quality, and what manner of atmosphere he or she is trying to create. Some lessons learned the hard way are also provided. (RJM)

ED 425 610 EF 005 058

Guidelines for Selecting a Construction Approach for Education Building Programs.

presents the "integrated sequence" method for analyzing an existing building's reusable resources in meeting those needs. It presents an overview on how the rural school is the center of community life and the consequences of consolidating school districts, followed by a discussion of the issues surrounding an integrated sequence of development, such as site size, the planning process, building valuation, creation of a flexible design, issues involving construction, and environmental concerns. Two case histories of school districts using this approach are presented. (Contains 13 references). (GR)

ED 425 631 EF 005 141

Phelps, Margaret S.; Peach, Larry E.; Reddick, Thomas L.
Meeting Facility Needs in Rural Schools.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1-2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Improvement; Educational Planning; Educational Technology; Elementary Secondary Education; Extracurricular Activities; Public Schools; *Rural Schools; *School Community Relationship; *School Effectiveness; *Student School Relationship

Rural schools, in partnership with a solid base of supportive community citizens, can positively influence community vitality through expanded curricular and extracurricular offerings. This paper explores the ways in which rural communities can enhance education in their own towns. It discusses the characteristics of successful rural schools, which include having well-defined goals, a positive learning environment, high expectations for student performance, and adequate facilities and instructional materials. Further, the paper highlights the conditions necessary for student success, indicating that this is best controlled when schools are the right size, when there is documentation of achievement, and when school buildings are safe and in good condition. It argues that today's increasingly technological sophistication in education requires specialized spaces that match the educational goals of the activities for which these spaces will be used. Such specialized areas require enhanced infrastructure if they are to contribute to student learning. Schools in rural communities that are attractive and well-maintained, with quality curricular and extracurricular programming for all ages are investments in the community. (Contains 21 references.) (GR)

ED 425 632 EF 005 142

Hodges, V. Pauline
Need for Improvement of Rural School Facilities.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1-2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Public Schools;

blossoming of student skills in a linguistically heterogeneous environment and sustains a consistent educational vision in Ontario. (Author/MSE)

ED 425 652 FL 025 630

Casanave, Christine Pearson, Ed.; Yamashiro, Amy D., Ed.
Gender Issues in Language Education.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; Childrens Literature; *Classroom Communication; Classroom Techniques; Collegiality; Cooperation; English (Second Language); *Faculty Publishing; Feminism; Fiction; Foreign Countries; Japanese; Peer Relationship; Second Language Instruction; Sex Bias; *Sex Differences; Sex Role; Social Behavior; Sociocultural Patterns; Student Participation; Teacher Attitudes; Teacher Education; *Womens Education
IDENTIFIERS- *Gender Issues; *Japan; Japan (Tokyo); Socratic Method

This collection of articles on gender issues in second language education includes the following: "Colleagues Writing Together: The Evolution of an Edited Publication" (Christine Pearson Casanave, Amy D. Yamashiro); "Reflections on a Critical Approach to Language Teaching" (Alan J. McCornick); "Forging Alliances: Grassroots Feminist Language Education in the Tokyo Area" (Cheiron McMahill, Kate Reekie); "Transforming Teaching: Strategies for Engaging Female Learners" (Kumiko Fujimura-Fanselow); "A Socratic Approach to Fostering Gender-Balanced Discussions" (Jerome Young); "Teaching about Social Inequality and Gender in the Language Classroom" (Thomas Hardy); "The Portrayal of Males in Realistic Juvenile Fiction" (Mark Valens); "The 'Parfait Effect': Implications of a Tracking System on Perceptions of Male Adolescent Language Learners" (Yamashiro); "Sexist Language and Teaching English as a Foreign Language" (Jacqueline D. Beebe); Blind to Our Own Language Use? Raising Linguistic and Sociolinguistic Awareness of Future JSL Teachers" (Yoko Tsuruta); and "The Paper Lunch: A Trialogue on Language, Gender, and Lunch" (David Freedman, Yoshiko Takahashi, Hisun Rim). All papers are in English; abstracts are in English and Japanese. (MSE)

ED 425 653 FL 025 631

Frank, Marcella
The Historical Development of ESL Materials in the United States.
PUB DATE- 98
NOTE- 41p.; Expanded version of a paper presented at the Annual Meeting of the New York State Teachers of English to Speakers of Other Languages (Buffalo, NY, October 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Methods; *Communicative Competence (Languages); Educational History; *English (Second Language); *Instructional Materials; Material Development; Second Language Instruction; Teaching Methods; *Transformational Generative Grammar; *Writing Processes
IDENTIFIERS- *Total Physical Response

The history of instructional material development for English-as-

This report presents fall 1998 enrollment data for the North Dakota University System. Data are presented in 18 tables and 2 figures; definitions and institutional abbreviations are included in the introductory material. The tables provide information on: (1) headcount enrollment; (2) full-time enrollment; (3) total student credit hours of part-time students; (4) full-time-equivalent enrollment of part-time students; (5) total of full-time enrollment and full-time-equivalent enrollment of part-time students; (6) full-time-equivalent enrollment based on total student credit hours by level of students; (7) nonresident headcount undergraduate enrollment by state using students' reported home addresses; (8) headcount enrollment by tuition residency status; (9) nonresident headcount graduate and professional enrollment by state using students' reported home addresses; (10) headcount enrollment by county of residence for North Dakota students; (11) total in-state enrollment by county of origin; (12) in-state enrollment by county of origin by institution; (13) headcount enrollment by race; (14) headcount enrollment by citizenship, veteran status, sex, marital status, transfer status, and beginning freshmen; (15) total student credit hours by course level; (16) final fall enrollment report: 1989-98; (17) headcount enrollment by age; (18) private and tribal colleges in North Dakota headcount enrollment by race/ethnicity and sex. Figures show in-state enrollment by county of origin and headcount enrollment: 1960-98. (DB)

ED 425 673 HE 031 710

Ferguson, Kay McPherson; Kopp, O. W.
Technological Collaborations: K-12 and Higher Education. Fastback 438.
PUB DATE- 98
NOTE- 43p.; Sponsored by the Homewood Illinois Chapter of Phi Delta Kappa International.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Computer Uses in Education; Constructivism (Learning); Cooperative Programs; Elementary Secondary Education; Futures (of Society); Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Technological Advancement

This brief report examines various ways in which K-12 schools and institutions of higher education can collaborate to effect critical changes in teaching and learning through the use of computers. The first section briefly reviews the history of computer use in education, noting such critical needs as teacher training, and reviews the constructivist educational philosophy underlying technological collaboration efforts. In the second section some cutting edge programs in educating preservice and inservice teachers in computer technology are described. These include the Curry School of Education at the University of Virginia; the Discovery Center of the College of Staten Island (New York); the Mobile Laptop Computer Laboratory at the University of Missouri-Columbia; and the KidSat Project at the Jet Propulsion Laboratory (California). The third section focuses on the Space TREK Institute at Dana College (Nebraska) which offers teacher workshops on the educational applications of space shuttle simulation, geographic data, virtual reality imagery, and real-time meteorological information. This section also describes the principles of the teacher education model used at the institute. The next section

(141)
DESCRIPTORS- *Community Development; Demonstration Programs; Educational Innovation; Higher Education; *Law Schools; Legal Education (Professions); Program Development; *School Community Programs; *School Community Relationship; *Service Learning

This publication describes community development programs at law schools around the country, highlighting creative and innovative programs, encouraging the expansion of existing programs, and advancing the development of new programs. An introductory section reviews the three major law school approaches to community development: clinic programs, externship programs, and pro bono programs. The program selection process is then outlined and the key words used to categorize programs are listed and explained. The second section, on funding and organizational strategies, discusses getting started and building support, maintaining academic integrity, reaching out to the community, and leveraging funds. The following section presents profiles of major projects at 22 law schools. Each profile includes a general description, examples of major activities, and information on resources. The final section briefly reviews additional initiatives at 10 law schools, including some clinical or seminar activities that are not community development projects but have relevance for community development initiatives. Appendices include a listing of service learning requirements at 21 law schools, web page addresses of 33 law schools, and contact information for 36 institutions. (Contains 15 references.) (DB)

ED 425 693 HE 031 743

U.S. Department of Education U.S. Accredited Postsecondary Minority Institutions, 1998.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Accreditation (Institutions); *Black Colleges; *Black Students; *Enrollment Rate; Full Time Students; Higher Education; *Hispanic Americans; *Minority Groups; Statistical Data; Tables (Data); Undergraduate Study
IDENTIFIERS- *Integrated Postsecondary Education Data System

This list of approximately 450 accredited postsecondary minority institutions is based on data from the 1996 Integrated Postsecondary Education Data System Fall Enrollment Compliance Report and the National Center for Education Statistics. Institutions are listed alphabetically by state and information includes institution name, percent minority enrollment (based on reported total student enrollment), and percent Hispanic enrollment (based on reported total full-time undergraduate enrollment). (DB)

ED 425 694 HE 031 744

Burke, Joseph C.
Campus Budgeting for Tough Times: Lessons from the First Half of the 1990s. Rockefeller Reports.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Educational Finance; Higher Education; Long Range Planning; Public Colleges; Retrenchment; State

online instructional examples; (6) examine instructional resources available on the Internet and the World Wide Web; (7) participate in collegial networks and a listserv; and (8) share ideas and provide collegial feedback. The "Facilitator's Guide" includes comprehensive notes on the course, professional development, and session-by-session expectations; optional tips to support facilitation; resources and references; and suggested syllabi and planning documents. The "Participant's Manual" contains materials to supplement each segment of the course and is aligned with the Facilitator's Guide. The first videotape, "Learning With Technology," provides an overview of the course. Five "Captured Wisdom" videotapes cover grade levels K-3 (1 videotape), 4-8 (3 videotapes), and 9-12 (1 videotape). The last videotape "The Technology Corner" provides a glimpse into eight technology subjects that may be useful to teachers: modems, World Wide Web, scanners, browse basics, e-mail basics, CU-SeeMe, CD-ROMS, and the Internet. (Author/DLS)

ED 425 711 IR 019 167

Clark, Tom; Else, David
Distance Education, Electronic Networking, and School Policy. Fastback 441.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Administrator Role; Annotated Bibliographies; *Computer Networks; Computer Uses in Education; Consortia; Consultants; *Distance Education; Educational Policy; *Educational Technology; Elementary Secondary Education; Federal Government; Government Role; Government School Relationship; *Information Networks; Information Technology; Partnerships in Education; Policy Formation; Principals; School Policy; School Role; Strategic Planning; *Telecommunications; Vendors
IDENTIFIERS- Networking

This booklet focuses on issues that schools encounter as they become involved with distance education and electronic networking. The E-Rate (i.e., the Education Rate resulting from the federal Telecommunications Act of 1996) is discussed in the introduction. Five sections cover the following topics: (1) distance education and electronic networking, including new ways of thinking and forms of distance education; (2) policy issues and roles, including federal, state, and local roles and emerging issues; (3) school principals and the policy issues; (4) federal action on technology and reform, including technical assistance; and (5) planning and policy making, including planning strategies, partnering strategies, working with regional consortia, and working with vendors, contractors, and consultants. An annotated list of 18 print and electronic resources is provided. (Contains 25 references.) (DLS)

ED 425 712 IR 019 199

Ferreira, Fernanda
Children Who View PBS, 1998 Roper Youth Report--Update. CPB Research Notes No. 109.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

problems, and issues in adult education that are especially significant in their particular countries. They also address a number of shared themes: the shifting definitions of adult learning; the decentralizing or centralizing of adult education provision; the effort to expand and diversity continuing vocational education as work patterns alter; the blurring of the divide between vocational and general education; and the changing educational roles of the public and private sectors. (KC)

ED 425 273   CE 077 339

Florida's Workforce 2005.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Demand Occupations; Employment; *Employment Opportunities; *Employment Patterns; *Employment Projections; *Labor Force; *Labor Needs; Labor Supply
IDENTIFIERS- *Florida

This report analyzes projected changes in population, labor force, and employment by industry and occupation for Florida between 1995 and 2005. More than 50 charts and graphs provide statistics on the following: Florida's population, labor force 1975-2005; employment 1975-2005; industry employment 1995-2005; occupational employment (general); occupational employment (specific); and education and earnings. An appendix and technical notes are included. Some of the conclusions are as follows: (1) Florida is one of the fastest-growing states in the nation, with the state's population projected to reach 16.8 million by the year 2005, but the growth rate is expected to slow during the 1995-2005 period; (2) the state's labor force will continue to grow at a rate approximately twice that of the national average, although the rate of growth from 1995 to 2005 is expected to be slower than the previous 2 decades; (3) employment growth will be fastest in the service and construction industries; (4) health services and business are expected to be the top two job creators; and (5) many of the higher-paying occupations with high growth rates will require 5 or more years of college, although many occupations with large numerical job gains will require only high-school level education and pay substantially less. (KC)

ED 425 274   CE 077 342

Wentland, Daniel
A Guide for Expatriate Training.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Business; *Cross Cultural Training; Foreign Countries; Global Approach; International Communication; International Relations; *International Trade; *Overseas Employment; Personnel Management; *Personnel Selection; *Staff Development
IDENTIFIERS- *Expatriate Executives

Implementation of a thorough expatriate selection process and an effective cross-cultural training (CCT) program can reduce expatriate failure rates. The selection process must determine

Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 31p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Business Administration; *Clerical Occupations; Health Services; Hospitals; Labor Education; Literacy Education; *Medical Services; Occupational Information; *Task Analysis; *Workplace Literacy

This task analysis for positions at the Claretian Medical Center in southeast Chicago was developed to improve communication and customer service in the workplace. The task analysis was prepared through clinic tours, employee interviews, and supervisor questionnaires. It is used for the purpose of curriculum development for onsite instruction in the following areas: interpersonal communication; Spanish for health care workers; customer service; conflict resolution; medical terminology; team development; reading and writing at work; and mathematics skills at work. The task analyses include information about workers in reception, medical services providers, medical records, laboratory, homeless program, and developmental disabilities programs. Duties and tasks are included for such job titles as the following: switchboard operators, greeters, appointment clerks, cashiers, medical interviewers, financial interviewers, referral and recall persons, medical records clerks, triage registered nurses and licensed practical nurses, pediatrics and family practice providers, nutritionists, social workers, perinatal nurses, perinatal clerks, medical assistants, laboratory technicians, phlebotomists, coordinators, clerks, social workers, medical assistants, physician assistants, family nurse practitioners, women's health nurse practitioners, office managers and clerks, office clerks, case coordinators, accounts receivable clerks, accounts payable clerks, payroll clerks, bookkeepers, and data entry clerks. Task analyses include duties and tasks the worker may perform, and language, vocabulary, reading, writing, problem-solving, and mathematics skills needed for each occupation. (KC)

ED 425 293 CE 077 510

ENRO Task Analysis. Worker Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 14p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *English (Second Language); Finishing; Labor Education; Literacy Education; Occupational Information; *Second Language Instruction; *Task Analysis; *Workplace Literacy
IDENTIFIERS- Textile Industry

This task analysis for positions at the ENRO shirt and tie manufacturing plant in Louisville, Kentucky, was developed to sections cover the agreement review process, cancellation, expiration, and distribution of articulation materials. Issues to address about articulation are outlined: geography, consumer information, common language or criteria for outcomes, academic freedom, revenue perception, posting methods, timelines, learner centered, regular curriculum review and update, turfism, open dialog channels, commitment to long-term goals, leadership and support, articulated credit, curriculum groups, realistic deadlines, and student follow-up. Common definitions are followed by information on administrative aspects of articulation: administrators' commitment, upper-level enrollment increases, process familiarization, direct faculty involvement, articulation responsibilities, and competency validation. (YLB)

ED 425 311 CE 077 602

Clark, Brenda; Wait, Dave; Pyles, Brian
Marketing Education Resource Guide. Draft.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; *Curriculum Development; *Distributive Education; *Marketing; *Professional Development; Program Improvement; Public Relations; Secondary Education; *Self Evaluation (Groups); *Student Organizations; Tech Prep
IDENTIFIERS- *Distributive Education Clubs of America; Michigan

This resource guide for marketing education begins with a comments sheet and mission statement. Section II provides information on a "letter of intent" for new programs, new program application assessment process, and revised tools and equipment list. Section III deals with curriculum development. Information is presented on the following; curriculum planning using comprehensive planning guides, curriculum outlines, and tech prep models; instructional program course formats; special conditions; curriculum levels; curriculum framework and suggested topics; curriculum framework and instructional area; and core competencies. Section IV on program improvement consists of a Monitoring Handbook for Restructured Career and Technical Education Programs---Marketing Section that describes the process, provides self-review directions and form, specific subject questions, and monitoring team report form. Section V deals with the following topics related to Distributive Education Clubs of America (DECA): Michigan DECA, what DECA is, chapter development, DECA calendar, DECA telephone numbers, 25 steps to organizing a new chapter, DECA series events competition overview, 10 suggestions for DECA chapter advisors, and sample DECAlogue. Section VI describes organizations and conferences for professional development. Section VII on program marketing is composed of an action brief on public relations planning. Section VIII is a sample articulation agreement. Section IX addresses the role and organization of advisory committees. (YLB)

ED 425 312 CE 077 610

Sheffer, Wilma
New Paradigm for Effective Workforce Skills. Final Performance Report 1994 to 1998. National Workplace Literacy Program.

Planas, Jordi
AGORA--II. "The Role of the Company in Lifelong Learning"
(Thessaloniki, Greece, November 17-18, 1997). CEDEFOP Panorama.
PUB DATE- 98
NOTE- 90p.; For AGORA I, see ED 421 621.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; Continuing Education; Economic Factors; *Education Work Relationship; Educational Needs; Educational Opportunities; Educational Policy; Educational Practices; Educational Trends; *Employer Employee Relationship; Foreign Countries; *Lifelong Learning; Needs Assessment; Policy Formation; Postsecondary Education; Training; Trend Analysis
IDENTIFIERS- *Business Role; *Europe; Learning Organizations

This document contains the participants list, agenda, and six papers from a seminar on the role of the company in lifelong learning in the European Union. "Introductory Comment: The Role of the Company in Lifelong Learning" (Jacques Delcourt) traces the movement from training for life toward flexible training systems coupled with flexible work and organization systems. Problems arising during the transition from traditional job-training systems to the new focus on continuous training are discussed in "Paradoxes and Pitfalls in Strategies of Continuous Training" (Peer H. Kristensen). "The Risks and Opportunities of Learning on the Job" (Edgar Sauter) explores the objectives, advantages, and characteristics of work-integrated learning. The tasks and principles underpinning France's training system are reviewed in "French Training System: Reflections" (Alain Dumont). "Continuous Training: 'A Conflict and a Solution'" (Blanca Gomez) argues that, in Spain and elsewhere, developing a successful system of continuing training requires dialogue at the firm, sectoral, regional, national, and European levels. "Conclusions and the Debate So Far" (Jacques Delcourt, Jordi Planas) reviews trends and countertrends in training and considers the effects that economic realities and workers' expectations and demands have on the way employers define their training role. Several papers include substantial bibliographies. (MN)

ED 425 331 CE 077 705

Seyfried, Erwin
Evaluation of Quality Aspects in Vocational Training Programmes.
Synthesis Report. CEDEFOP Document.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Context Effect; Education Work Relationship; Educational Environment; *Educational Quality; Evaluation Criteria; Evaluation Methods; Foreign Countries; *Formative Evaluation; Meta Analysis; Models; National Surveys; Postsecondary Education; *Research Methodology; Secondary Education; Standards; State of the Art Reviews; *Summative Evaluation; Synthesis; *Vocational Education
IDENTIFIERS- *Europe; Quality Indicators

National evaluations of quality aspects of vocational training programs (VTPs) in five European countries--Belgium, Germany, France, Greece, and Portugal--were reviewed to determine how VTP quality is currently being evaluated and identify a more coherent approach to evaluating VTPs. Special attention was paid to how existing evaluation studies consider relationships

*Employment Programs; Federal Legislation; Federal Programs; Job Satisfaction; *Job Skills; *Labor Force Development; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Proprietary Schools; Secondary Education; *State Programs; Statewide Planning; Technical Institutes; *Vocational Education; Wages
IDENTIFIERS- *Washington

This second biennial outcome evaluation analyzes results of nine programs in Washington's work force training system that account for approximately 90 percent of public spending and recommends areas for improvement. Findings are from: program records on over 65,000 individuals who left one of the programs during the 1995-96 school year; mail survey responses from approximately 1,000 employees during the fall of 1997; and telephone survey responses from approximately 2,250 former 1995-96 participants during the fall of 1997 and December of 1996. The report groups the programs into three clusters based on participant characteristics: programs for adults (community and technical college job preparatory training, private career schools, apprenticeships, Job Training Partnership Act/JTPA Title III); programs for adults with barriers to employment (adult basic skills education, JTPA Title II-A); and programs for youth (secondary vocational-technical education, JTPA Title II-B, JTPA Title II-C). Following an executive summary and introduction, nine chapters provide the following information for the nine programs in narrative format and figures: information sources; participant characteristics; competency gains; participant satisfaction; employer satisfaction; employment and earnings; and areas for improvement. A chapter on potential training participants covers characteristics, barriers to employment and the need for training, barriers to training, and areas for improvement; another on employer-provided training summarizes 1997 employer survey results. Employer, participant, and customer satisfaction surveys are appended. The following results are reported: among participants who received job-specific skills training, between 50-74%, depending on the program, said their job-specific skills improved a lot; no fewer than 77% of the participants were satisfied with the overall quality of any program included in the study; and between 52 and 71% of employers, depending on the program, reported they were satisfied with the overall quality of work by new employers who had recently completed one of these programs. (YLB)

ED 425 349 CE 077 757

Lewis, Morgan V.
Labor Market Supply in the Four Counties Served by the Southern Ohio Diversification Initiative.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; Employer Attitudes; Employment Opportunities; Employment Qualifications; Entry Workers; *Job Training; Labor Market; *Labor Needs; *Labor Supply; Needs Assessment; Postsecondary Education; *Regional Planning; Secondary Education; Student Characteristics; Tables (Data); *Vocational Education
IDENTIFIERS- Employer Surveys; *Ohio (South); Ohio (South)

A study examined the labor market supply in the four counties served by the Southern Ohio Diversification Initiative (SODI). Data were collected on the characteristics of the following services currently available to those affected by different disorders and or seeking information related to behavioral healthcare. A rating scale was used to assess six dimensions of site quality including accuracy and practicality of information, emphasis on normalization, sense of belonging, referral, and feedback mechanisms. Four categories of behavioral healthcare sites examined were parenting problems, health problems, common emotional disorders (anxiety), and severe mental illness. One-way analysis of variance revealed significant differences in quality ratings across the four categories. Results are presented and discussed. (Author)

ED 425 369 CG 028 909

Elliott, Julian; Place, Maurice
Children in Difficulty: A Guide to Understanding and Helping.
PUB DATE- 98
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attention Deficit Disorders; *Behavior Problems; Caregivers; Children; Depression (Psychology); Dyslexia; Elementary Secondary Education; Emotional Adjustment; *Emotional Problems; *Helping Relationship; *Problem Children; Substance Abuse

Designed as a guide for those who work with children in education, social work, health and childcare settings, this volume provides an introduction to some of the most common, yet often incapacitating, difficulties encountered in children. The developmental process in children is described, and an approach to preliminary assessment is offered. Different forms of therapy and treatment used in clinical work with children are discussed in "The Basics of Being Helpful." A series of chapters provides help in dealing with particular difficulties. Specific topics covered include (1) "School Refusal"; (2) "Attention Deficit Disorder and Hyperactivity"; (3) "Eating Disorders"; (4) "Traumatic and Stressful Situations"; (5) "Noncompliance and Oppositional Behaviour in Young Children"; (6) "Disruptiveness in Schools and Classrooms; (7) "Drug and Solvent Abuse"; (8) "Depression in Children"; (9) "Dyslexia". Each chapter provides an overview of the topic, approaches that may be taken, and information about outcomes that may be expected. Various considerations which may have bearing on decision making are discussed, and resources are provided in each chapter. A glossary is appended. (EMK)

ED 425 370 CG 028 910

Sells, Scott P.
Treating the Tough Adolescent: A Family-Based, Step-by-Step Guide. The Guilford Family Therapy Series.
PUB DATE- 98
NOTE- 320p.; Forewords by Jay Haley and Neil Schiff.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; Antisocial Behavior; *Behavior Problems; Counseling;

ED 425 389 CG 028 953

Giannetti, Ronald A.; Radecki-Bush, Catherine; Hansen, Nancy D.; Bush, Joseph, P.
The Clinical Skills Inventory: Competence-Based Assessment of Clinical Psychology Student Skill Acquisition.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Experience; Clinical Psychology; Clinical Teaching (Health Professions); Curriculum Based Assessment; Graduate Students; Higher Education; Outcomes of Education; Student Evaluation; Vocational Evaluation

The Clinical Skills Inventory (CSI), an instrument designed to evaluate clinical skills acquired by students over the course of training in a doctoral clinical psychology program, is described. Uses of the CSI are: (1) an advising tool by faculty and students to determine individualized learning objectives and to plan training activities and (2) an outcome measure of training activities to enable programs to measure progress toward expected skills acquisition at specified developmental points and to document the degree to which students achieve competence. The CSI assesses outcome competencies on five dimensions: (1) integration of practice with theory and research; (2) psychological assessment; (3) intervention; (4) ethical and professional values; and (5) personal development. The relationship of these dimensions to American Psychological Association criteria for adequate practicum training is specified. Method of rating is discussed. CSI assumes that clinical skill acquisition is developmental in nature. Following completion of practicum training, CSI ratings can be reviewed by the Clinical Training Director to determine a student's readiness to apply for internship. Students may be evaluated on the CSI during or upon completion of the internship with the criterion level of "four" on all items to be eligible for graduation. CSI represents an important first step in developing outcome-based criteria for clinical skills assessment. A sample of one CSI item is appended. (EMK)

ED 425 390 CG 028 955

Everett, Barbara A.; Trickett, Penelope K.; Putnam, Frank W.
A Measure of Their Days: Depression, Coping and Daily Behavior among Nonoffending Mothers of Sexually Abused Girls.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD) (15th, Berne Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Child Abuse; Coping; Daughters; *Depression (Psychology); Family Problems; Mental Health; *Mothers; *Parent Child Relationship; *Sexual Abuse; Social Support Groups
IDENTIFIERS- Behavior Management

This study examines how mothers fare in the post-abuse environment; that is, how able nonoffending mothers are by and changes the approach to teaching and learning. A case is made for a lifelong approach to learning and cites certain specific factors that should be included. The utilization of information networks and services demands that education be ongoing, and forces curricula to become broader and more flexible. Reasons for educating the emotional intelligence are discussed. The Partnership Foundation's educational lifelong learning program, designed to provide for continuous progress in a multiage environment, is presented. The program includes sequences in communications, mathematics, environmental settings, and cultural development. As a manager of information rather than simply the presenter of information, the teacher must design learning challenges that expand the student's ability to learn from a variety of different sources. The teacher's role shifts toward that of facilitator, mentor, and collaborator. Once a basic foundation has been established, learning will be based on enhancing people's skills in relation to understanding and applicability. Learning to be productive will result in new products with which to relate to new global markets. (EMK)

ED 425 410 CG 028 980

Pysh, Margaret Van Dusen; Chalfant, James C.
Teacher Assistance Teams: A System for Supporting Classroom Teachers in China or the United States.
PUB DATE- 97
NOTE- 10p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Development; Elementary Secondary Education; Foreign Countries; *Instructional Improvement; Participative Decision Making; Problem Solving; *Teacher Collaboration
IDENTIFIERS- China; *Teacher Assistance Teams; United States

Schools need effective systems for supporting teachers in meeting students' individual needs and responding to school-wide problems. The Teacher Assistance Team (TAT) model is a school-based problem-solving group that supports teachers by analyzing student, classroom, or school problems and creating alternative strategies for resolving those problems. Presented here are guidelines for establishing teams, operating procedures for contacting teams, preparing for meetings, conducting 30-minute team meetings, following up, and the process for training and developing teams. TAT is a cost-effective model that requires no additional staff. For 25 years schools throughout the United States have successfully implemented TAT. Research data have demonstrated its value for meeting the needs of individual students, reducing inappropriate special education referrals, and facilitating communication and collaboration among faculty and parents. Adapting the model for meeting China's universal education goals is recommended. (Author/EMK)

ED 425 411 CG 028 981

Perry, Eleanor A.
Collaborative School Improvement: An Integrated Model for Educational Leaders.
PUB DATE- 97

of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Delaware on the NAEP reading scale was 206 compared to 212 nationwide. (CR)

ED 425 429   CS 013 319

NAEP 1994 Reading State Report for Florida. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Florida; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Florida, 2,666 students in 107 public schools were assessed. This report describes the reading proficiency of Florida fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Missouri on the NAEP reading scale was 217 compared to 212 nationwide. (SR)

ED 425 443 CS 013 333

NAEP 1994 Reading State Report for Montana. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 198p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Montana; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Montana, 2,501 students in 111 public schools were assessed. This report describes the reading proficiency of Montana fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Utah on the NAEP reading scale was 217 compared to 212 nationwide. (CR)

ED 425 457 CS 013 347

NAEP 1994 Reading State Report for Virginia. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Virginia, 2,719 students in 105 public schools and 151 students in 8 non-public schools were assessed. This report describes the reading proficiency of Virginia fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in she emphasizes the black female experience and provides a prototype for the way they should live their lives. One way for the instructor to determine whether the students have internalized this African concept of "humanism" and/or "cultural feminism" is to ask them to write about male-female relationships with which they are involved and/or observe. Also, after reading Morrison's works, students and teacher analyze and make comparisons between male-female relationships. The instructor's objectives are to have students come to realize the importance of their responsibility to each other, their families, and their communities, and to celebrate black women's accomplishments and to reach out to others in the community. (CR)

ED 425 474 CS 216 551

Martin, Eric V.
Personal Stories, Composition, and Varying Institutional Dynamics: What Role Does "Story" Play in Small Schools vs. Large Ones?
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; *Instructional Improvement; *Small Colleges; *Student College Relationship; Student Interests; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS- University of Findlay OH

Two years ago an instructor left a large public university to teach composition at the University of Findlay, a small private coeducational institution located in a city of 36,000 people south of Toledo, Ohio. Describing the differences between small and large schools, he touches upon the more personalized student-teacher interactions at Findlay. At his former school, he was not encouraged to know or even be interested in knowing most of his students beyond their work for his classes. The instructor has found Findlay's more personalized setting is influencing his teaching. Increasingly, he finds himself wanting to explore with students those topics which haunt them. He wants more of their work to grow from their questions, their trials, and their tribulations. (CR)

ED 425 475 CS 509 469

Carfora, Jeanne; O'Rourke, Mary Lou
Family Resource Center Handbook: How To Establish and Manage a Family Resource Center.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 119p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC

student needs, societal needs, and the nature of the learning environment, and it outlines strategies for when to revise programs and when to develop new ones. How Alberta develops programs is likewise detailed, along with a seven-stage process involving new policies and/or reviews; work plan; development; validation; authorization; implementation; and maintenance and evaluation. (RJM)

ED 425 493 EA 029 269

Fernandez, Melanie
Censorship Revisited.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Censorship; Controversial Issues (Course Content); Elementary Secondary Education; Freedom of Information; Information Policy; Intellectual Freedom; Textbook Content; *Textbook Selection
IDENTIFIERS- Religious Fundamentalism

Governments, groups, and individuals have always tried to control information. This paper examines censorship, particularly textbook censorship and its effect upon the curriculum, and opposes the recent trend to censor textbooks in public schools. Since the mission of public schooling involves indoctrination and socialization as much as education, the materials for these ends must be chosen carefully. However, the tradition of censorship is strong in America, and it is estimated that up to 30 percent of the nation's school districts have experienced book and curriculum conflicts. Many censors believe themselves unwaveringly right, and numerous censors have arisen from religious fundamentalism. These fundamentalists target secular humanism in the schools in particular, claiming that it is a religion itself and given unfair preference. Fundamentalists believe that their children's exposure to ideas and beliefs contrary to their own will undermine their children's faith and that children must not be taught to question or to wonder but to accept that which is presented to them. Some censors have a tangible impact on textbook publishers. A written procedure for the purpose of textbook-adoption challenges should be implemented so that no one group can control or limit information without due process. (RJM)

ED 425 494 EA 029 270

Moore, David P.
Community Relations and Communication in the Cardinal School District.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; Boards of Education; Case Studies; Communication Problems; Conflict; Elementary Secondary Education; Instructional Leadership; *School Community Relationship
IDENTIFIERS- *Dissatisfaction Theory; Ohio

of the first 2 years (1995-1997) of a 5-year plan are reported in this book. The plan involved an NAS partnership with 10 jurisdictions, its goal being to increase the number of schools within jurisdictions that adopted NAS designs to improve student performance. The key questions were: "Did schools implement the designs and to what extent?" and "Why did some schools make more progress than others toward implementation goals?" For the study, 40 schools in 7 districts were evaluated using document reviews, interviews of school and district staff, and the observation of school activities. With these data, each school's implementation level was assessed against the particular design being adopted. Results show significant variation in implementation, which ranged from no implementation to advanced stages of planning, piloting, implementing, and fulfilling. Approximately 50 percent of the schools were at the implementing and fulfilling levels. Of the 33 schools that had been implementing for 2 years, 18 were at the 2 highest levels. Various influences on implementation, such as school climate, design and team factors, school structural and site factors, and jurisdictional and institutional factors, are detailed. (RJM)

ED 425 512 EA 029 422

Grubb, W. Norton
Opening Classrooms and Improving Schools: Lessons from Inspection Systems in England.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Educational Quality; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Inspection; Observation; Postsecondary Education; Standards; *Teacher Attitudes
IDENTIFIERS- *England; United States

This paper provides an overview of inspections in England's schools. The paper describes four approaches to inspection: inspection in the pre-1993 days; the current inspection system in elementary-secondary education; inspections initiated by the schools themselves; and inspection in further-education colleges, which are similar to community colleges in the United States. Inspection began in England in 1839 and relied on classroom observation instead of questionnaires. Teachers viewed the system as beneficial, a sentiment that changed when inspections were altered in 1993. The bulk of the paper describes this change and the creation of the Office for Standards in Education (OFSTED), which codified evaluation criteria. An overview of the conduct of inspection with OFSTED, the truncation of information and expertise, the effects of inspection, the focus of inspection, and the inspection teams and its members' role strain are described. The tension with OFSTED led many schools to create individual inspection systems, which are briefly described. Further-education colleges also evolved a different kind of inspection system, one that values feedback for instructors. The text concludes with suggestions for implementing inspections in the United States. (RJM)

ED 425 513 EA 029 448

pupils with learning difficulties--that a common feature is the lack of consensus among the teaching staff, which does not support the consensus thesis. (RJM)

ED 425 531 EA 029 497

Denig, Stephen J.
Public Support for Religious Education in the Nineteenth-Century United States.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Public Schools; *Public Support; *Religion; *Religious Education
IDENTIFIERS- *Nineteenth Century

This study investigated the efforts to find public support for religious education. A history of education in the United States prior to 1800 is presented to show that the majority of the schools were denominational, whereas at the end of the nineteenth century, the majority of schools were public, and, their supporters claimed, secular. The second part of the study investigated the efforts in the early part of the 19th century to establish publicly supported religious schools. As a consequence of the conflict between those who were in agreement for publicly financed denominational schools and those who argued for nonsectarian public schools, the "godless" public school gradually emerged, as explored in the third section. The last part analyzes efforts (such as the Poughkeepsie Plan and the Savannah Plan) to establish religious public schools. As the relationship between religion and public schools is considered in the present, it is important to ask what can be learned from the past. References contain 17 primary sources, 16 court decisions, and 46 secondary sources. (JMD)

ED 425 532 EA 029 499

Nepon-Sixt, Janice L.
Promoting the Successful Addition of a High School to an Existing Independent Elementary/Middle School: Short Range and Long Range Planning.
PUB DATE- 98
NOTE- 127p.; Education Specialist Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Charter Schools; *Community Education; *Educational Facilities Planning; Grade 9; *Long Range Planning; Middle Schools; *Private Schools; Program Development; Secondary Education; Student Surveys; Surveys

This project was designed and implemented to help facilitate the addition of a high school program to an existing independent elementary/middle school by promotion of a ninth grade at the target school and its eventual transfer to a new independent high school. An objective of the project was to see if 40 percent of parents from independent schools other than the target school would, when surveyed, indicate a high level of

Phenylketonuria (PKU). ARC Q&A #101-53.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Clinical Diagnosis; Congenital Impairments; Etiology; Genetics; Intervention; *Mental Retardation; Metabolism; Nutrition; Prevention; *Special Health Problems; *Symptoms (Individual Disorders); *Therapy
IDENTIFIERS- *Phenylketonuria

This fact sheet uses a question-and-answer format to summarize what is known about phenylketonuria (PKU), an inherited metabolic disease that leads to mental retardation and other developmental disabilities if untreated in infancy. Questions and answers address the following topics: what PKU is; how PKU is inherited; the diagnosis of PKU; the accuracy of PKU testing and guidelines for testing; the treatment of PKU; the current recommendation that those affected by PKU remain on a restricted diet indefinitely; the associated risks that pregnant PKU mothers face; and screening for other metabolic disorders associated with mental retardation. (DB)

ED 425 553 EC 306 214

Prader-Willi Syndrome. ARC Q&A #101-52.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Clinical Diagnosis; Congenital Impairments; Eating Disorders; Genetics; Incidence; *Intervention; *Mental Retardation; Neurology; Obesity; *Special Health Problems; *Symptoms (Individual Disorders); Therapy
IDENTIFIERS- *Prader Willi Syndrome

This fact sheet uses a question-and-answer format to summarize what is known about Prader-Willi Syndrome (PWS), a complex genetic disorder resulting in short stature, mental retardation or learning disabilities, incomplete sexual development, characteristic behavior problems, low muscle tone, and an involuntary urge to eat constantly, which results in obesity. Questions and answers address the following topics: what Prader-Willi Syndrome is; the inheritability of PWS; incidence of PWS (about 1 in 14,000); infants with PWS and development of the typical eating disorders; the defect in the hypothalamus which causes the overeating; ways to control the PWS individual's eating; other characteristics of PWS; the genetics of PWS; typical behavior problems of people with PWS; types of intervention and care which allow a reasonably normal life; the importance of early diagnosis; how to determine if one's child has PWS; and sources of more information. (DB)

ED 425 554 EC 306 216

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; *Child Health; *Cultural Awareness; *Cultural Differences; *Culturally Relevant Education; Day Care; Early Childhood Education; Elementary Secondary Education; Health Education; Health Programs; Mental Health; *Nutrition; Parenting Skills; Pregnancy; Preschool Education; Program Evaluation; *Special Health Problems; Substance Abuse; Violence

Culled from the National Center for Education in Maternal and Child Health reference collection, this list contains 186 materials which focus on assessing current services for cultural sensitivity, developing culturally competent services, or providing services in a multicultural health care context. Audiovisual items are included. Each listing contains a brief description of the resource and information for obtaining the materials. The bibliography has been divided into 14 sections, including general information (54); adolescent health (10); AIDS (7); assessment of programs and services (8); child care (5); children with special health needs (28); health education (10); mental health/substance abuse (17); nutrition (18); parenting (2); pregnancy and childbirth (2); training (17); and violence and injury prevention (5). (CR)

ED 425 574 EC 306 832

Coles, Sherri
A Parent's Guide: Serving on Boards and Committees.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; *Advocacy; *Committees; *Disabilities; Elementary Secondary Education; *Governing Boards; Parent Empowerment; *Parent Participation; Preschool Education

This guide reviews common questions that parents of children with disabilities have about joining a board or committee, and discusses the unique strengths and skills that parents of children with disabilities bring to the group. The first part focuses on deciding to join a board or committee. Reasons to join are presented, including having a chance to help others; influencing the direction of activities, services, and policies; learning about programs that may benefit your child and other children; learning skills that will help in your present job or help to obtain a better one; and making a difference. The guide also discusses concerns about the time commitment, really making change happen, and how much responsibility will be given. Different types of committees and boards and their roles are described, including advisory groups to an agency or organization, boards with governing powers, standing committees, and ad hoc committees. Part 2 of the guide looks at some of the most common challenges after joining a

State Assessment Series, Minnesota Report 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accountability; Data Collection; *Disabilities; *Educational Assessment; Grade 8; Input Output Analysis; Junior High Schools; Mathematics Achievement; *Outcomes of Education; Performance Factors; Reading Ability; School Effectiveness; Severity (of Disability); State Programs; *Student Participation
IDENTIFIERS- *Minnesota Basic Standards Tests

This report discusses the findings of a study that examined the participation and performance of students with disabilities in the 1996 Minnesota Basic Standards Tests in reading and mathematics. Results indicated that approximately 70 percent of Minnesota's 8th grade students with disabilities participated in the Basic Standards Tests during the 1995-1996 school year, compared to participation rates of about 85 percent overall for students without disabilities. Participation varied by disability category, as well as by content area. In reading, the lowest participation rate was demonstrated by students with moderate-severe mental impairments, followed by students with autism. The higher participation rates in reading were demonstrated by students with speech/language disabilities, followed by other health impairments, and students with learning disabilities. In math, the lowest and highest participation rates were found in the same categories as for reading. The overall passing rate for students without disabilities was approximately 70 percent, In contrast, only 24 percent of the test-takers with disabilities passed the Basic Standards Test in reading. For the Basic Standards Test in math, 83 percent of students without disabilities passed the test, while students with disabilities passed the test at a much lower rate, at about 38 percent. (Contains 11 references.) (CR)

ED 425 592 EC 306 933

Trimble, Scott
Performance Trends and Use of Accommodations on a Statewide Assessment: Students with Disabilities in the KIRIS On-Demand Assessments from 1992-93 through 1995-96. State Assessment Series, Maryland/Kentucky Report 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Accountability; Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; School Effectiveness; State Programs; *Student Participation
IDENTIFIERS- *Kentucky Instructional Results Information System; *Testing Accommodations (Disabilities)

This report discusses the performance of students with disabilities on the Kentucky Instructional Results Information System (KIRIS) on-demand assessments. These assessments, which

PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Construction Management; *Cost Effectiveness; Decision Making; Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; *School Construction
IDENTIFIERS- Contractors (Construction Industry)

This book discusses the advantages and disadvantages of the two most common construction planning methods utilized for educational facilities: general contracting and construction management. Diagrams are provided that illustrate the chain of command and communication within each approach, and highlight considerations that every school district should examine before selecting a program, including owner participation, scheduling, cost savings, and limitations. Several frequently asked questions regarding construction management, such as whether or not construction management will save time as well as money, or if it might have the adverse effect of reducing competitive bidding are highlighted. This guide supplies school boards and planners with a reference table comparing the major points of distinction between general contracting and construction management. This table covers a number of issues ranging from construction savings to team chemistry to school construction expertise. Four appendixes explain construction management services, compensation issues, the responsibilities of the different project participants, and guidelines for selecting a construction manager. A sample construction management request for proposal and cost proposal sheet are included. (CMD)

ED 425 611 EF 005 100

Hawkins, Harold L.; Lilley, H. Edward
Guide for School Facility Appraisal. 1998 Edition.
PUB DATE- 98
NOTE- 105p.; For 1986 edition, see ED 270 899; for 1992 edition, see ED 344 337.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Building Operation; Building Plans; Design Requirements; Educational Environment; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Environmental Standards; Evaluation Methods; *Facility Guidelines; Facility Utilization Research; School Maintenance; Site Analysis; Space Utilization
IDENTIFIERS- Building Security; Post Occupancy Evaluation

This guide provides a comprehensive method for measuring the quality and educational effectiveness of school facilities and may be used to perform a post-occupancy review; to formulate a formal record; to highlight specific appraisal needs; to examine the need for new facilities or renovations; or to serve as an instructional tool. Suggestions are made for developing a facilities report. New trends in design and construction are summarized. Appraisal criteria are categorized into six areas: (1) the school site; (2) structural and mechanical features;

Rural Economics; *Rural Schools; *School Community Relationship; School Effectiveness; Student School Relationship
IDENTIFIERS- Building Standards

The Government Accounting Agency estimates that one third of the nation's schools are in need of extensive repairs or replacement of one or more buildings. The condition of America's rural schools are at a crisis stage and need to be improved to continue to educate rural youth. This paper profiles the state of rural schools' infrastructure, rural districts' economic problems, and the need to upgrade school facilities. It provides a context for improving rural facilities, including discussions on ways to upgrade systems for technology needs, energy efficiency, and handicap accessibility. Additionally, it offers an analysis of schools in the pre-industrial age, prior to World War II, post war, and in the age of technology. The paper discusses minimum standards for a quality facility, including space standards, heating/ventilation/air-conditioning requirements, public review, and federal funding. Final comments address how inadequate educational facilities can affect instruction, and the role of the school facility within a rural community. (GR)

ED 425 633 EF 005 143

Bohrer, Stephen Dean
Politics of Building or Renovating Rural School Facilities.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1-2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bond Issues; *Community Support; *Educational Facilities Improvement; Educational Facilities Planning; *Educational Finance; *Politics of Education; Public Schools; *Rural Schools

While new school construction bond elections for rural school districts can be difficult to pass, success is possible. This paper presents one superintendent's effective campaign to build a $4.2 million elementary school within a rural community. It reveals the need to continually reinforce the message of committing to educational quality combined with productive communication with the school board and continuous efforts to gain community support. Successful school construction bond referendums are shown to have the best chance of success through intense voter registration efforts, continual canvassing, community meetings, and mass mailings to sway public opinion. It is argued that successful passage can also be aided with the creation of a long-range plan designed to convince voters that the need is legitimate.(Contains 12 references). (GR)

ED 425 634 FL 023 837

Revista Investigacion Educativa, 1992-1995.
PUB DATE- 95
NOTE- 1953p.; Published twice a year.
LANGUAGE- Spanish
EDRS Price- MF17/PC79 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Action Research; Articulation (Education); *Bilingual Education; Classroom Techniques; College Faculty;

a-Second-Language (ESL) instruction in the United States is chronicled through five different instructional approaches: the audiolingual approach (late 1940s to early 1960s); transformational grammar (early 1960s to the present); Total Physical Response (late 1970s to the present); the communicative approach (late 1970s to the present); and the process approach, focusing mainly on development of writing skills (early 1980s to the present). Specific texts and instructional material sets are highlighted along with general trends. Sample materials for each approach are appended. (MSE)

ED 425 654 FL 025 632

Leung, Lisa; Ramirez, Alejandra; Francisco, Aloha; Montesinos, Maria
Language Disloyalty and Stigmatism.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Higher Education; *Hispanic Americans; *Language Attitudes; *Language Role; Language Usage; *Mexican Americans; Sociocultural Patterns; *Spanish Speaking; *Stereotypes
IDENTIFIERS- California (San Diego); Native Language

A study investigated the stigma associated with not speaking a native language in a Hispanic community. Subjects were 288 male and female university students and staff, both Hispanic and non-Hispanic, in the San Diego (California) area. Two forms of a paper-and-pencil survey were administered to the subjects; one gave a stimulus figure, a Mexican male student named Juan, who spoke only English, while the other had the figure speaking both Spanish and English. Respondents answered questions concerning the stimulus figure's leadership, social status, communication skills, and educational potential. Results indicate that the Hispanic non- Spanish-speaker was felt to be less Hispanic than the bilingual Hispanic. Hispanic respondents felt that if Juan did not speak Spanish, he should not hold a leadership position in the Mexican-American community. All respondents felt that if Juan did not speak Spanish his social success was low, he was less Hispanic, his communication skills were low, and his intelligence was lower. Charts illustrating the results are appended. Contains four references. (MSE)

ED 425 655 FL 025 633

Iino, Masakazu
Issues of Video Recording in Ethnographic Studies.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Behavior Patterns; Comparative Analysis; Data Collection; Discourse Analysis; *Ethics; *Ethnography; *Family Environment; Foreign Countries; *Language Research; Nonverbal Communication; *Research Methodology;

offers examples of technological collaboration in educational restructuring efforts; a final section examines collaboration in the context of 21st century challenges. (Contains 19 references.) (DB)

ED 425 674 HE 031 711

Implementing a Citizens' Agenda for Illinois Higher Education. Fiscal Year 2000 Higher Education Budget Recommendations.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; *Budgeting; Community Colleges; *Educational Finance; Grants; *Higher Education; Long Range Planning; Public Colleges; State Colleges; State Universities; *Statewide Planning; Tables (Data)
IDENTIFIERS- *Illinois State Colleges and Universities

This document presents fiscal year 2000 budgetary recommendations for the public colleges and universities of the state of Illinois. Specific recommendations are organized as, first, those concerned with institutional support, and second, six broad goals for the first decade of the 21st century: (1) sustaining economic growth; (2) improving education at all levels; (3) assuring affordability; (4) improving access and attainment; (5) enhancing student learning and the quality of academic programs; and (6) increasing cost efficiency and productivity. Also noted are special initiatives concerning the University Center of Lake County, the Illinois Century network, education of information technology professionals, salary competitiveness, and facility improvement. Following the overview section, a section on operations and grants presents specific fiscal recommendations for public universities, community colleges, the Illinois Student Assistance Commission, grant programs, and agencies. The following section details proposed capital improvements at the University Center of Lake County, public universities, and Illinois community colleges. An appendix provides tables of related higher education data. (DB)

ED 425 675 HE 031 712

Tsutsumoto, Thomas Sakai
Higher Educational Perspectives: Through the Narratives of Samoan College Students.
PUB DATE- 98
NOTE- 143p.; Master's Thesis, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Persistence; Access to Education; *College Students; *Cultural Influences; *Ethnic Groups; *Higher Education; Interviews; *Student Attitudes; *Student Experience; Student Needs
IDENTIFIERS- California (Los Angeles County); *Samoans

This thesis examines the experiences of nine Samoan college students attending institutions of higher education in Los Angeles (California) County. In-depth interviews were conducted to find students' perspectives on: (1) barriers to higher education for Samoan students; (2) the means by which these students have dealt with or overcome these barriers; and (3)

Universities; Strategic Planning; Surveys
IDENTIFIERS- California; Florida; Massachusetts; New York; Texas; Wisconsin

This report lists 11 budgetary principles for higher education institutions, and presents the results of a survey which examined whether the practices of four-year public higher education institutions in California, Florida, Massachusetts, New York, Texas, and Wisconsin followed these precepts during the fiscal problems of the early 1990s. The 11 principles address the following areas: (1) collaborative planning process; (2) long- and short-term budget plans; (3) selective versus across-the-board cuts; (4) expenditure reductions versus revenue increases; (5) criteria for budget cuts; (6) long- not short-term personnel strategies; (7) raising productivity and performance in all areas; (8) reducing degree programs; (9) restructuring offices and activities; (10) refocusing campus missions; and (11) quality and access in undergraduate education. The survey found that institutions often failed to follow the budget principles. Respondents, when asked to cite three actions best characterizing their budget strategies, reported restricting expenditures (67 percent), restructuring organization and operations (66 percent), and raising revenues (49 percent). The report questions the heavy use of such strategies as tuition increases, encouragement of early retirement, and vacancy and salary freezes. (DB)

ED 425 695 HE 031 745

Mathews, David
Creating More Public Space in Higher Education.
PUB DATE- 98
NOTE- 9p.; Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *College Role; Democratic Values; Higher Education; Public Affairs Education; *Public Policy; *School Community Relationship

This policy essay urges institutions of higher education to meet the needs of the public by creating more public space on their campuses. It briefly reviews the relationship between these institutions and the citizenry since colonial times, notes renewed efforts by Americans to band together for common public purposes, and reports a study which found that while undergraduates are disillusioned with politics, they recognize their need for civic education. Colleges and universities are encouraged to increase opportunities for faculty and student contact with a democratic public by funding more occasions, events, programs, and places where faculty and students can interact with citizens active in politics and with those engaged in building communities. The paper notes that more than 20 institutions have established public policy institutes or centers to lead forums on the critical issues facing American communities and that there is increased emphasis on a more public kind of scholarship and on educating students to become "civic professionals." The paper urges institutions to adopt a civic network-building strategy and establish institutes whose mission is intertwined with the self-interests of the college or university and to which faculty and staff are committed. (DB)

ED 425 696 HE 031 746

Cunningham, Alisa Federico; O'Brien, Colleen

DESCRIPTORS- Audience Response; Audiences; Childhood Attitudes; Childhood Interests; Children; *Childrens Television; Elementary Secondary Education; Parent Child Relationship; *Public Television; Reading Habits; Television Research; *Television Surveys; *Television Viewing
IDENTIFIERS- *Public Broadcasting Service

The 1998 Roper Youth Report is based on a nationwide cross-section of 1,189 children aged 6 to 17 years. Face-to-face interviews were conducted in the children's homes during April and May, 1998. Children who watch Public Broadcasting Service (PBS) are more likely to read, be active participants and share in family activities than non-viewers. PBS viewers and non-viewers watch the same amount of television. PBS is most popular among younger children (ages 6 and 7). Comparing the data from 1997 and 1998, Roper Youth Reports show that overall, this year slightly fewer kids and teenagers report reading a magazine (30% vs 34%), or non-school book (27% vs. 33%) in the survey week, while slightly higher proportions report using the Internet/World Wide Web (18% vs. 12%). PBS viewers are more likely to read non-school books than non-PBS viewers. Viewers tend to be more active in sports, to participate more in school activities and are also more likely to belong to groups outside of school. PBS viewers are more likely to spend time with their family than non-PBS viewers. Viewers' parents seem to have a strong influence on their childrens' personal choices and are important decision makers. Children who watch PBS also report more frequently that their families have stricter family rules. Online usage among children 8-17 is on the rise; children who watch PBS are more likely to use computers than non-viewers. They are also more likely to say they look forward to going to school. (AEF)

ED 425 713 IR 019 201

Smith, Peter, Ed.
Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, South Carolina, June 7-11, 1998).
PUB DATE- 98
NOTE- 222p.; For selected individual papers, see IR 019 202-224. For the 1997 proceedings, see ED 410 911.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Distance Education; *Educational Technology; Futures (of Society); Higher Education; Information Networks; *Information Technology; Internet; Library Services; Material Development; Microcomputers; *Multimedia Instruction; Multimedia Materials; Navigation (Information Systems); Professional Associations; Technological Advancement; Telecommunications; Workshops; *World Wide Web
IDENTIFIERS- *Academic Computing; Association of Small Computer Users in Education; Connectivity; Web Sites

Topics addressed by the papers including in this proceedings include: multimedia in the classroom; World Wide Web site development; the evolution of academic library services; a Web-based literature course; development of a real-time intelligent network environment; serving grades over the Internet; e-mail over a Web browser; using technology to communicate, cooperate, and collaborate; information technology initiatives in higher education; using intelligent agents to assist educators; computer laboratory exercises; a student information technology compatibility and receptiveness of an employee and his or her family to an assignment overseas through worldwide recruitment, companywide screening for international talent, creation of opportunities to gain international experience, and promotion to top-level management positions. The costs of a failed assignment are loss of time and business opportunities, damaged relations with the firm's constituencies in the foreign country, and long-term negative impact upon reputation in the regional area. The Usable Content Model is built upon the premise that length and content of an effective CCT program depends on length and type of expatriate assignment. Recognizing that corporate constraints tend to reduce course content and length of training, the Model takes into account both potential and usable content. Usable content is referred to as the Familiarization Training Approach (FTA) and the Harmonization Training Approach (HTA). Potential content is referred to as the Unification Training Approach (UTA). A 3- to 4-day FTA provides area and cultural briefings, films/books about the host country, and cultural sensitivity training. A 5- to 7-day HTA includes FTA content plus role playing, critical incidents, and case studies. A 3- to 5-week UTA includes HTA content plus complete cross-cultural training for the employee's family and an overseas trip to the host company. (Contains 43 references.) (YLB)

ED 425 275 CE 077 386

Halperin, Samuel, Ed.
The Forgotten Half Revisited. American Youth and Young Families, 1988-2008.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Annie E. Casey Foundation, Baltimore, MD.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 98
NOTE- 438p.; For a related document, see ED 300 580.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; College Bound Students; *Community Programs; Demography; *Education Work Relationship; Educational Change; High Schools; Noncollege Bound Students; Postsecondary Education; Public Opinion; Public Policy; School Community Programs; School Community Relationship; *Service Learning; Student Participation; Young Adults; Youth Employment; *Youth Opportunities; Youth Problems; *Youth Programs

The 10 papers in this report review what the United States has accomplished for late-adolescents and young adults in the past decade since publication of "The Forgotten Half." The consensus from the 15 authors is that many developments have not been encouraging. "Today's Forgotten Half: Still Losing Ground" (Samuel Halperin), a review of demographic and economic data, paints a generally discouraging picture of noncollege youth losing ground on a host of social and economic indexes. "Public Opinion and the Youth of America" (Daniel Yankelovich) sees the balance among important trends shifting toward the negative in education, governmental responses, moral values, and public attitudes toward youth. "The Changing American Family" (Carol Emig) examines how conditions and circumstances have changed for the American family. "Communities: Powerful Resources for America's Youth" (Martin J. Blank, Carol Steinbach) highlights initiatives at the community level that are of positive consequence for improving the lives of The Forgotten Half. "Youth and School Reform: From the Forgotten Half to the help teach English as a second language in order to improve communication in the workplace and prepare all employees for a total quality management model. The task analysis includes information about workers in the Raw Materials, Cutting, and Sewing departments (including Parts, Assembly, Finishing, and Packing subdepartments) of the shirt manufacturing division, and for workers in the ties division. In the raw materials or piece goods departments, duties and tasks are included for material handlers and piece goods inspectors. In the Cutting Department, duties are described for cutters. In the Sewing Department, duties and tasks are included for machine operators, finishing persons, packers, service persons, quality control persons. In the ties division, task analyses include cutter, machine operator, and packer. Task analyses include duties and tasks the worker may perform and language, vocabulary, reading, writing, problem-solving, and mathematics skills needed for each occupation. (KC)

ED 425 294 CE 077 511

Kaufman, Sanda
UNITE and Management Training Program for Workplace Communication & Problem Solving.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 53p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513. "With Sabrina Budasi and Florence Estes."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Conflict Resolution; Curriculum Guides; *Grievance Procedures; *Interpersonal Communication; Labor Force Development; Leadership Training; Learning Activities; Listening Skills; *Problem Solving; Supervisory Methods; *Supervisory Training

This curriculum provides materials for a training program designed to enable front-line supervisors and union stewards to minimize production disruptions stemming from ongoing, unresolved conflicts among production workers. The program accomplishes this goal by giving participants the tools and confidence to design, implement, and run a process for handling disputes. Introductory materials include the program goal, approach, and content and the training program outline with goals, basic philosophy, staff, materials for participants and for trainers, proposed format, and timeline. A section provides these components for each of eight sessions: topics, objectives, materials, session activities, and notes for the trainer. The eight sessions cover the following: (1) introduction, motivation, and organization; (2) detecting problems, exploring new solutions; (3) understanding the others' perspective; (4) fact finding skills: listening, communication with partners; (5) understanding conflict management styles; (6) grievance process and relationship to shopfloor problem solving; (7) problem-solving practice; and (8) creation and implementation of a dispute resolution process. The appendix contains the handouts for all sessions, transparency masters, and poster designs. (YLB)

ED 425 295 CE 077 512

Martin, Sabrina Budasi

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Conflict Resolution; *Curriculum Development; Curriculum Evaluation; *English (Second Language); Partnerships in Education; Problem Solving; *Productivity; Program Effectiveness; Program Evaluation; School Business Relationship; Team Training; *Workplace Literacy

A project demonstrated that a workplace literacy model can be replicated in large and small businesses with significant learner outcomes and used to improve worker productivity. It served 938 employees of 4 partners at 12 sites, including 2 large and 1 small manufacturing plants, major health care system, and multiple small businesses. Diverse, customized curricula were developed that accommodated a variety of learning styles, learner abilities, and a wide range of essential skills (reading, writing, mathematics, communication, critical thinking, problem solving, conflict resolution, and team building). The multifaceted, multileveled systems approach for course evaluation allowed for documentation of increases in productivity and distribution of the training model. In courses with technical information in the content, the system included a pretest. Besides checkpoint tests for each instructional module or chapter, a posttest measured individual and program outcomes. Ongoing evaluation included follow-up with multiple groups within the plant. Return on investment for the company was analyzed through collection of company data. Program dissemination involved 42 conference presentations, materials dissemination, and replication of the model in other businesses. (Appendixes contain the following project products and materials: course descriptions; evaluation data and sample instruments; sample material for English as a second language; sample presentation packets; and an external evaluator report that concludes the project was successful.) (YLB)

ED 425 313 CE 077 617

Train the Trainer. Facilitator Guide Sample. Basic Blueprint Reading (Chapter One).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assembly (Manufacturing); *Blueprints; Classroom Techniques; Curriculum Guides; Instructional Materials; Learning Activities; Manufacturing Industry; Postsecondary Education; *Teacher Improvement; Teaching Methods; *Trainers; Vocational Education; *Workplace Literacy

This publication consists of three sections: facilitator's guide--train the trainer, facilitator's guide sample--Basic Blueprint Reading (Chapter 1), and participant's guide sample--basic blueprint reading (chapter 1). Section I addresses why the trainer should learn new classroom techniques; lecturing versus facilitating; learning styles inventory; suggestions for between the contents, kinds, and methods of vocational training and trainees' vocational perspectives and to how the needs of trainees in different target groups are represented in the design of VTPs. The CIPP (context, input, process, product) model of evaluation developed by Stufflebeam and associates was used to systematize the methodological approaches of the studies examined. In terms of methods, the evaluation studies reviewed varied considerably. Hardly any studies examined the links between the context, process, and product of VTPs, although many studies focused on a single element from the cycle. It was recommended that a coherent approach to evaluating VTPs be devised that gives consideration to both process-oriented and product-oriented indicators of quality. The need for greater convergence between the debates on training policy and labor market policy was also emphasized. (Contains 73 references.) (MN)

ED 425 332 CE 077 706

Frederiksen, Jens V.; Westphalen, Sven-Age
Human Resource Accounting: Interests and Conflicts. A Discussion Paper. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; Adult Education; Case Studies; Data Analysis; Education Work Relationship; Educational Benefits; Foreign Countries; Human Capital; *Human Resources; Information Sources; *Personnel Evaluation; *Personnel Management; Tables (Data); Training
IDENTIFIERS- *Europe; *Human Resource Accounting

This document examines the principles, use, and benefits of human resource accounting (HRA), which uses numerical and nonnumerical data on items such as costs and benefits of training, staff turnover, absenteeism, and the value of employees' knowledge to measure the value of human resources in enterprises. The introduction presents an overview of HRA and its potential uses as a political tool, pedagogical instrument, and decision-making aid. The following topics are discussed in sections 1 through 3: rationale for the emergence of HRA at the macro- and microlevels (changing production and employment patterns and work organizations; changing roles of governments, enterprises, and individuals; reasons for developing HRA internally and externally); existing regulations and standards on reporting practice and definitions of key terms (accounting, audit, performance, intellectual capital, and bodies); and stakeholders in HRA (governments, trade unions, investors, enterprises, employees). Concluding the document are a review of key issues and stakeholders in HRA and case studies of HRA in practice in five organizations in three countries (Denmark, Sweden, and the United Kingdom): a private production enterprise, a public service provider, a private service provider, a public administrative organization, and a private production and retail enterprise. Contains twenty tables/figures and 44 references. (MN)

ED 425 333 CE 077 707

Warmerdam, John
A Sectoral Approach to Training in the Printing Industry and the Hospital Sector. Synthesis Report of a Study in Five European

groups: labor market entrants from the Joint Vocational Schools (JVSs) serving the four counties and Shawnee State University, area Job Training Partnership Act clients, and workers at the Portsmouth Gaseous Diffusion Plant located in the area served by the SODI. Data were also collected through interviews with area work force development managers and a survey of 2,091 businesses with 10 or more employees that yielded 432 usable responses (response rate, 37.8%). Fewer than half the employers surveyed reported any job openings. Those jobs that were available tended to be in low-skill, low-wage occupations. Current workers and newspaper ads were the primary methods of recruiting new employees. Only about one in five employers recruited at JVSs for high school students, and even fewer recruited for adult trainees. It was recommended that SODI align itself with other economic and work force development initiatives in its service area and coordinate its efforts with theirs. (Thirty-one tables are included. Appended are an explanation of the survey methodology and the number of specific job openings reported.) (MN)

ED 425 350 CE 077 758

Donovan, Cathy
Family Structure & Social Change: A Preparation for Further Study Course.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 98
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Education; Behavioral Objectives; *Civil Liberties; Competency Based Education; Essays; *Family Structure; Foreign Countries; Journal Writing; Learning Activities; Learning Modules; *Literacy Education; Marriage; Mothers; *Reading Comprehension; Reading Skills; Sex Role; Skill Development; *Social Change; Socialization; Technical Writing; Womens Education; *Writing (Composition)
IDENTIFIERS- *Australia

This instructional unit, which is intended for Australians working toward a Certificate in General Education for Adults, contains activities to help learners develop the skills and knowledge to read and write complex texts while examining human relationships and the family. Aimed at both native and nonnative English speakers, the unit contains texts focusing on sex roles, marriage, and motherhood for women in Australian society and issues of social concern regarding children. The texts also include some abstract concepts or technical details. After reading the texts, students are expected to produce reflective journals and texts incorporating a range of ideas, information, beliefs, or processes and to demonstrate control of the language skills appropriate for each reading and writing task. The unit, which also incorporates the learning outcomes of the family studies module from a children's services certificate program, is structured as follows: family structure (essay writing for public debate, writing for practical purposes, and reading response); socialization (writing for self-expression and knowledge); and human rights (reading for knowledge and practical purposes and for public debate). Concluding the unit are two background readings: a booklet, "Reporting Child Abuse," and an essay, "Do Children Have Rights?" (Patricia Edgar). (MN)

*Counseling Techniques; Counseling Theories; *Family Life; Models; *Parent Child Relationship; *Therapy
IDENTIFIERS- Behavior Management; *Family Therapy

A model for treating difficult adolescents and their families is presented. Part 1 offers six basic assumptions about the causes of severe behavioral problems and presents the treatment model with guidelines necessary to address each of these six causes. Case examples highlight and clarify major points within each of the 15 procedural steps of the model. Part 2 presents five key principles within the model that are essential for change: (1) setting clear rules and consequences; (2) troubleshooting; (3) changing the timing and process of confrontations; (4) neutralizing the adolescent's "five aces" (running away, truancy/poor school performance, suicidal threats or behaviors, threats or acts of violence, and disrespect); (5) restoring nurturance and tenderness. The counselor is provided with practical instruction to engage an uncooperative adolescent, empower parents to change parent-adolescent communication, stop the adolescent's most severe behavioral problems, and restore nurturance and tenderness between parent and teenager. Part 3 outlines specific strategies addressing special treatment issues: working with outside systems (peers, school, etc.); single-parent families; divorce and stepfamily problems; and drug and alcohol use. Part 4 presents the research and describes how process-outcome research was used to refine key theoretical concepts within this model. (EMK)

ED 425 371 CG 028 914

Carone, Stacia; Hall, Edie; Grubb, Debra
School Counselor Supervision in Kentucky: A Contradiction in Terms?
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Client Ratio; Counselor Performance; Elementary Secondary Education; Professional Development; School Counseling; *School Counselors; *Supervision
IDENTIFIERS- *Kentucky

This exploratory study gathered data regarding the supervision of school counselors across the state of Kentucky to find out the nature of supervision being provided to school counselors and the ratio of students to counselors from a representative sample across the state's eight service regions. Superintendents (N=100) were contacted by telephone and asked to report the supervision structure and student-counselor ratios for their districts. Descriptive statistical data is reported. Data collected revealed that many of the school counselors who were questioned were being supervised by administrative professionals, such as principals, who are not required to have training in counseling theories and techniques. In addition, many of the school districts have less than ideal student-counselor ratios. The results imply that school counselors are lacking in specific counseling-related supervision for the primary services they provide. Student-counselor ratios are so high that it is unrealistic to think that school counselors are providing an adequate amount of direct counseling services for which they were hired to perform. Suggestions for future research and implications for virtue of their own mental health and well-being to provide the support their children need. Subjects (N=92) were women who are participating with their daughters in an ongoing study of child sexual abuse; a matched comparison group was created of mother-daughter dyads in which no sexual abuse was present. One symptom domain "depression" was examined; one standardized and well-established instrument, the Beck Depression Inventory, was used to as a measure. Performance on the Beck was compared to mothers' self-reported descriptions of themselves and their functioning and to their day-to-day behavior as recorded in a daily log of activities. Analysis of time use is presented with results from the self-rating scales. As a result, traditional definitions of depression as these are applied to mothers of sexually abused children are broadened, and an understanding of what life tasks these mothers confront on a daily basis is provided. Findings are discussed with a view toward details useful in planning therapy and emotional support to the end that mothers may ultimately receive optimal assistance in providing emotional support to their daughters. (EMK)

ED 425 391   CG 028 956

Jacobs, Douglas G., Ed.
The Harvard Medical School Guide to Suicide Assessment and Intervention. First Edition.
PUB DATE- 99
NOTE- 720p.; Foreword by Joseph T. Coyle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Diagnosis; Counseling Techniques; Intervention; *Medical Evaluation; Mental Health; *Prevention; Risk; Risk Management; *Suicide
IDENTIFIERS- *Suicide Prevention; Suicide Survivors

Written by several experts, this multidimensional compendium of current research and thought provides a hands-on guide for psychiatrists, psychotherapists, primary care physicians, counselors, and other professionals faced with the need to assess risk and relate to potentially suicidal clients. Part 1, "Assessment," includes two protocols, various approaches including community psychiatry, psychological, and psychodynamic; articles covering epidemiology, neurobiology, profiles of completed suicides, and murder-suicide. Three articles deal with recognition, assessment, and management of risk; the section ends with the question, "Can Suicide Ever Be Eradicated?" Part 2, "Intervention," covers the relationship of suicide to clinical disorders including manic-depressive (bipolar) illness, major affective disorders, schizophrenia, substance abuse, borderline personality disorder, and trauma. Treatment issues covered include the effects of lithium, psychotropic drugs, and electroconvulsive treatment. Part 3, "Special Issues," includes topics regarding suicide in children, adolescents, and the elderly; review of suicide prevention contracts and alternatives; medical settings and assessment in primary care settings; assisted suicide; euthanasia; and liability issues. "Guidelines for Identification, Assessment, and Treatment Planning for Suicidality" from the Risk Management Foundation of the Harvard Medical Institutions is appended. (EMK)

ED 425 392   CG 028 957

NOTE- 10p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Educational Improvement; Elementary Secondary Education; *Organizational Development; Participative Decision Making; Problem Solving; Professional Development; Staff Development; Teacher Collaboration

A systematic way to create collaborative school improvement is provided. The currently expanding role of administrators as staff developers is explored; 10 strategies are listed for the principal to use as a key player in staff development. Two specific organization development problem-solving strategies, Situation-Target-Plan (S-T-P) and Force Field Analysis (FFA), are explained, and an overview of "action research" principles is provided. On the basis of these three domains (staff development, organization development, and action research), an integrated model for collaborative school improvement is proposed. This model can be used to enhance staff development, create a collaborative environment for shared decision making, and provide an avenue for ongoing self-evaluation leading to school improvement. A brief account of a successful project using this model to increase student achievement is included. (Author/EMK)

ED 425 412 CG 028 982

Simpson, F. Morgan
Professor-in-Residence: Redefining the Work of Teacher Educators.
PUB DATE- 97
NOTE- 9p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Higher Education; *Relevance (Education); *Teacher Education; *Teacher Educator Education; Teacher Educators

Traditional teacher preparation programs are based on a theory-practice format, which means that the college student begins with the coursework (theory) and moves through various stages of practice to becoming a teacher. Efforts to introduce relevance in teacher preparation programs have included student teaching and internships, laboratory schools, microteaching opportunities, the use of video technology, case studies, and field-based experience. Sources of variability in the quality of these experiences are discussed. Hiring university faculty with significant K-12 teaching experience is one way to provide relevance in teacher education. A model of teacher preparation through exchange of faculty between universities and school systems is described. The "teacher-in-residence" program provides relevance for university students. Active teachers are hired as full-time university faculty members. For a period of 2 years they teach courses, supervise interns, and perform the functions of university faculty; then they return to the public schools. The "professor-in-residence" program provides the opportunity for university faculty to teach in schools. The school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Florida on the NAEP reading scale was 205 compared to 212 nationwide. (CR)

ED 425 430 CS 013 320

NAEP 1994 Reading State Report for Georgia. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Georgia; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Georgia, 2,766 students in 105 public schools and 217 students in 9 non-public schools were assessed. This report describes the reading proficiency of Georgia fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Montana on the NAEP reading scale was 222 compared to 212 nationwide. (SR)

ED 425 444 CS 013 334

NAEP 1994 Reading State Report for Nebraska. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Nebraska, 2,395 students in 109 public schools were assessed. This report describes the reading proficiency of Nebraska fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading

reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Virginia on the NAEP reading scale was 213 compared to 212 nationwide. (CR)

ED 425 458 CS 013 348

NAEP 1994 Reading State Report for Washington. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 198p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Washington

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Washington, 2,737 students in 104 public schools were assessed. This report describes the reading proficiency of Washington fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments), The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Washington on the NAEP reading scale was 213 compared to 212 nationwide. (SR)

ED 425 459 CS 013 349

NAEP 1994 Reading State Report for West Virginia. Trial State

Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Education; *Family Involvement; *Parent Participation; *Parent School Relationship; Program Development; Program Implementation; Resource Centers; Volunteer Training; Volunteers
IDENTIFIERS- Family Development

The primary purpose of this handbook is to provide the parent coordinator of the parent-powered family resource center with a specific guide for the development of a center. The handbook considers that a family resource center should exist to encourage family-school partnerships and to help strengthen parent-child interaction--it provides a comfortable environment within the school setting where family members can grow with each other and interact positively. In addition to guidance for the parent coordinator, the handbook includes tips for teachers, administrators, and parent/teacher organizations concerning their crucial roles in supporting the development and assimilation of a family resource center into the school community. After an introduction, chapters of the handbook are entitled: (1) Family Resource Center Overview; (2) Developing Partnerships; (3) Organizing the Center; (4) Building the Volunteer Base; (5) Training the Volunteers; (6) Building the Program; and (7) Vision for the Future. Appendixes present a position description for the parent coordinator; a 191-item list of titles and publishers of parent resource materials; and a 14-item list of publishers of parent resource materials. (RS)

ED 425 476 CS 509 924

Dick, Robert C.
Fundamentals of Communication and First Year Success Seminar: Perspective from a Faculty Member of Linked Courses.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Computer Uses in Education; Course Descriptions; Critical Thinking; Higher Education; Instructional Effectiveness; *Mentors; School Holding Power; School Orientation; *Speech Communication; Student Development; Writing (Composition)
IDENTIFIERS- *Freshman Seminars; Indiana Univ Purdue Univ at Indianapolis

During recent years, colleges and universities have developed first-year seminars for students entering as freshmen, and some of these seminars are linked with disciplinary courses in a learning community. For 2 years, Indiana University Purdue University Indianapolis (IUPUI) has had a one-credit-hour university orientation course entitled "First Year Success Seminar," which is linked with a 3-hour section of "Fundamentals of Speech Communication." The same students enroll in both courses and the units in the courses are coordinated. The project is known as the "Mentor Program" because each section has an instructional team that interacts as a group of mentors to those student enrollees who are in its particular learning community. The core curriculum components are: (1) academic writing; (2) oral communication; (3) university library; (4) academic career and life planning; (5)

This study examined the interactions between a school board and school district leadership and the community it served. The case study focused on the choices made by the board and central administration when conferring with the community. The study examined a southern Ohio school district with approximately 5,700 students enrolled in K-12. It built upon and raised questions about the limits of Dissatisfaction Theory as it described a cycle of rising community concern, school board response, and increased community conflict. The research was structured as a qualitative case analysis using grounded-theory techniques by which the observations were examined to identify patterns and conclusions in the data. Data consisted of leadership interviews with the members of the board of education, the superintendent, a principal, members of a group in conflict with the board, and observations of the school board in public meetings. The results indicated a cycle of growing conflict fueled by rising discontent in the community, failed communication strategies, and increasing defensive posturing. Although Dissatisfaction Theory did not explain the emergence of initial dissatisfaction, school boards must nevertheless respond to early expressions of dissatisfaction. (RJM)

ED 425 495 EA 029 271

Kelchtermans, Geert; Vandenberghe, Roland
Internal Use of External Control and Support for Quality Improvement: The Response to a National Policy by Primary Schools.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Change; Educational Improvement; *Educational Quality; Elementary Education; Faculty Development; Foreign Countries; *Formative Evaluation; Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- *Belgium (Flanders); Education Inspectorate (Belgium)
In 1991, the Flemish Ministry of Education enacted a radical reorganization and rethinking of the education inspectorate in Flanders. Presenting an overview of this change, this paper reports on research that evaluated the effects of the 1991 decree regarding inspection funding. It focuses on the ways schools reacted to and made use of facilities concerning quality control and support. The central research interest addressed the way primary schools deal with external facilities for educational quality. The criteria for effect was whether, and to what degree, the schools' use of the external quality services effectively contributed to teachers' professional development and the effect on the schools' organizational development. Three principles characterized the methodology: the interactionist point of view, a contextualized stance, and the constructivist principle. A qualitative-interpretative approach and case studies were used for the study. The general conclusion was that the external quality services are not having an impact at the local school level, caused in part by the micropolitical processes in the schools, the problem of specific professional competence for counselors and principals, and the need for internal structures in the schools to support the incorporation of interventions by the external quality

San Antonio School Choice Research Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 34p.; For related documents, see EA 029 449 and ED 411 568. Funding also provided by Covenant Foundation, Ewing Halsell Foundation, Walton Family Foundation and USAA Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Institutional Characteristics; Low Income; *Private Schools; *Public Schools; *School Choice; Second Language Instruction; Tables (Data)
IDENTIFIERS- *San Antonio Independent School District TX; *Texas (San Antonio)

The findings of an investigation of both a private and a public school-choice program in San Antonio, Texas, between 1992 and 1996 are evaluated in this report. The private program, sponsored by the Children's Educational Opportunity (CEO) Foundation, provides scholarships to low-income parents to enroll their children in private schools, while the public program, offered by the San Antonio Independent School District, selects students from across the district to study foreign language and culture ("the multicultural program"). The study focuses on five groups of "choosing" families, as well as one group of randomly selected "nonchoosing" families. The choosing families include those whose children: (1) enrolled in the public multilingual program; (2) applied but could not enroll in the multilingual program due to limited enrollment space; (3) already attended private schools and received CEO scholarships; (4) received CEO scholarships and transferred from public to private schools; and (5) already attended private schools, applied and were placed on the waiting list for CEO scholarships. The researchers supplemented survey information from these groups with surveys of teachers, interviews with school administrators, field observations at the nine schools, and reviews of archival records. The report explores the differences between choosing and nonchoosing families; the differences between private school choosers and public school choosers; the satisfaction of parents over time with their choices; factors involved in student attrition from choice programs; the educational impacts of school choice on student achievement; the characteristics of schools as perceived by teachers; and the institutional practice and pedagogy as perceived by students. Some of the findings include the following: relative to nonchoosing families, choosing families are more educated, wealthier, and have fewer children; parents who used the CEO scholarships to move their children from public to private schools were dissatisfied with their prior public schools and are very satisfied with their child's private schools; nonchoosing families are very satisfied with their public schools; and private school teachers have less experience than public school teachers and are less likely to hold master's degrees or to be certified. More extensive information is available in research reports, journal articles, and book chapters listed in the bibliography at the end. (JMD)

ED 425 514 EA 029 449

Kemerer, Frank; Martinez, Valerie; Godwin, Kenneth; Ausbrooks, Carrie
Comparing Public and Private Schools: Student Survey Results. San

interest in an independent high school in this location. Other goals were for the Community High School Board to demonstrate satisfaction with the parent survey; for 20 percent of eighth-grade students from two independent schools to indicate possible interest in attending the target ninth-grade program; and for the education committee of the Community High School to create important documents and plans for the school. The parents responded to key questions on a survey designed to show levels of interest; the board attended a presentation of survey data and filled out an evaluation rubric; the eighth graders attended an informational presentation and requested admissions packets; and the education committee wrote a mission statement and guiding principles and identified crucial elements of the Community High School. All the project objectives were met as well as additional accomplishments that helped organize and motivate the new high school. Appendixes include a letter from the headmaster of the target school to the founder of the Community High School; the parent interest survey; data from the survey; the survey presentation evaluation rubric; the mission statement and guiding principles of the Community High School; and a student survey. (JMD)

ED 425 533 EA 029 503

Evans, Robert
The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation. The Jossey-Bass Education Series.
PUB DATE- 96
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Communication (Thought Transfer); *Educational Change; Elementary Secondary Education; Motivation; Organizational Change; Problem Solving; *Psychology; Resistance to Change; *School Restructuring

The human side of school reform and the difficulties of implementing innovation are examined in this book. The book suggests that one of the main reason efforts to reform schools stall is that educators resist change because they feel burdened or conflicted by the process. The book, therefore, focuses on realistic expectations concerning the pace of reform and the performance of leaders. It offers practical advice on problem solving, communication, and staff motivation. The book is divided into three parts. Part 1, "The Nature of Change", reviews standard conceptualizations of change and analyses the psychology of individuals and the culture of institutions. Part 2, "Dimensions of Change", discusses the transitions teachers must make to implement reform, and examines the four primary dimensions of organizational change: substance, staff, setting, and leadership. Part 3 "Leading Innovation", focuses on the dilemmas involved in these four dimensions. Authentic leadership is addressed as a means of administering schools, as are its five main "strategic biases": being, clarity and focus, participation without paralysis, recognition, and confrontation. (Contains an index and 78 references.) (JMD)

ED 425 534 EA 029 504

McDonald, Joseph P.
Redesigning Schools: Lessons for the 21st Century. The Jossey-

Genetic Causes of Mental Retardation. ARC Q&A #101-50.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Congenital Impairments; *Etiology; *Genetics; Heredity; Incidence; *Mental Retardation; Prevention; Severe Mental Retardation; Therapy
IDENTIFIERS- Gene Therapy; *Genetic Diseases

This fact sheet uses a question-and-answer format to summarize what is known about the genetic causes of mental retardation. Questions and answers address the following topics: what genetics is; how a person's genes can cause mental retardation; how often mental retardation is inherited (up to 60 percent of severe mental retardation has genetic causes); causes of genetic disorders (chromosomal disorders, single-gene disorders, and multifactorial disorders); how genetic disorders are inherited (dominant inheritance, recessive inheritance, and X-linked or sex-linked inheritance); and the possibilities of using gene therapy to treat genetic disorders causing mental retardation. (Contains 10 references.) (DB)

ED 425 555 EC 306 217

Rimmer, James H.
Physical Fitness in People with Mental Retardation. Arc Q&A #101-49
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Body Composition; *Exercise; Health Promotion; *Health Related Fitness; *Mental Retardation; *Muscular Strength; Physical Activities; *Physical Fitness

This fact sheet uses a question-and-answer format to summarize issues related to physical fitness in people with mental retardation. Questions and answers address the following topics: a definition of "physical fitness"; the components of physical fitness (muscle strength and endurance, flexibility, body composition, and cardiovascular endurance); how fitness levels of people with mental retardation compare to the general population (substantially lower); how muscle strength and endurance, cardiovascular endurance, and body composition (body fat) in people with mental retardation compare to that of the general population; evidence that people with mental retardation can improve their fitness level; barriers to fitness for individuals with mental retardation (motivation and opportunity); and examples of simple fitness routines. (DB)

ED 425 556 EC 306 218

committee or board, including getting others to volunteer, representing children with different kinds of disabilities, making your suggestions heard, and effective ways of keeping in touch with the people you represent. (CR)

ED 425 575 EC 306 837

Kearney, Kathi
Highly Gifted Children in Full Inclusion Classrooms.
PUB DATE- 96
NOTE- 11p.; Originally published in Highly Gifted Children; v12 n4 Sum-Fall 1996.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Classroom Environment; *Classroom Techniques; Educational Discrimination; Educational Principles; Elementary Secondary Education; Equal Education; *Gifted; *Inclusive Schools; Intelligence Tests

This paper describes the highly gifted student population and provides principles for establishing inclusionary educational environments for them. Highly and profoundly gifted children are described as those who score above the third of fourth standard deviation on IQ tests or who are prodigies in a particular domain. Principles for placing highly gifted students in inclusive classrooms consist of: (1) making age-graded classrooms intellectually accessible to the highly gifted, including access to the full range of preschool through college curriculum; (2) ensuring an educational environment that shows respect for intellectual diversity by not allowing slurs based on ability; (3) ending arbitrary age discrimination that limits highly gifted children's access to the full curriculum; (4) using classroom management and teaching strategies which do not exploit highly gifted children, including the use of cooperative learning in heterogeneous classroom environments that may lead to the exploitation of highly gifted children, and the use of highly gifted children as tutors; and (5) adapting peer settings to meet the individual social and academic needs of highly gifted children. (Contains 50 references.) (CR)

ED 425 576 EC 306 838

Sells, Dana; Shepard, Jerri
Fostering Resilience in Special Education Students.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Case Studies; Classroom Techniques; Coping; *Disabilities; *Educational Environment; Elementary Secondary Education; *Emotional Development; Family Characteristics; Learning Strategies; *Resilience (Personality); Special Education; *Teacher Role; Teacher Student Relationship

This paper begins by presenting a case study of a ten-year-old special education student to demonstrate protective factors that help develop resiliency in children with disabilities. The definition of resiliency is then discussed, and risk factors that affect children with special needs are identified, including family problems associated with drug addiction, poverty, abuse, neglect, negative school climate, community consist of constructed response or essay-like questions over the period of 1992-93 through 1995-96, are part of the regular KIRIS assessment, which also includes writing and mathematics portfolio entries. Results from the data indicate student performance is not just improving, but perhaps improving at a rate more rapid than that of general education students, at least in certain grades. Also evident are very notable grade level differences in student participation. Approximately 9 percent of students taking the KIRIS in Grade 4 and 8 percent of students taking the KIRIS in Grade 8 are students with disabilities, while in Grade 11/12, only about 4 percent of the students in the assessment are students with disabilities. The percentage of students with disabilities taking the test with accommodations is quite high, ranging from a low of about 62 percent in Grade 11/12 to a high of about 84 percent in Grade 4. Finally, the performance levels of students with disabilities on KIRIS were below those of students in the general population, with the gap between performance levels more noticeable at higher grade levels. (CR)

ED 425 593   EC 306 934

Almond, Patricia; Tindal, Gerald; Stieber, Steve
Linking Inclusion to Conclusions: An Empirical Study of Participation of Students with Disabilities in Statewide Testing Programs. State Assessment Series, Oregon Report 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Input Output Analysis; *Outcomes of Education; *Recordkeeping; Research Problems; School Effectiveness; State Programs; *Student Participation
IDENTIFIERS- *Oregon

This report discusses the findings of a study that attempted to investigate the participation rates of students with disabilities in the Oregon statewide testing program. The study joined individual student data from the Oregon Statewide Assessment Program and the Oregon Special Education Child Count to examine participation rates. The report discusses the problems encountered in merging two extant data sets and highlights these findings as relevant for any state department with a testing program that creates and uses a database separate from the special education child count files. The study found an unsettling level of disagreement between various indicators of special education membership. The data collections are operated by different offices under separate statues and federal regulations, and data are maintained in separate unrelated files. Recommendations for examining the capability of the assessment program to assess and report on all of its students adequately are provided, including: (1) examine various data collections involved; (2) conduct an analysis of how statues affect which data; (3) include demographic information on testing answer sheets; (4) investigate the circumstances surrounding the marking of exclusion codes; and (5) improve the ability to both aggregate and disaggregate summaries. (Contains 16 references.) (CR)

ED 425 594   EC 306 935

(3) plant maintainability; (4) school building safety and security; (5) educational adequacy; and (6) environment for education. Non-technical language is used so that the appraisal process can be accomplished by educators and community leaders as well as technical experts. A glossary of terms is included, as well as a bibliography with 32 references. Three appendices offer guides to independent appraisal of elementary, middle school, and high school facilities. (JM)

ED 425 612 EF 005 104

Facilities Guidelines. North Carolina Public Schools.
PUB DATE- 98
NOTE- 76p.; For 1997 edition, see ED 408 674.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classroom Design; Compliance (Legal); *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Facility Requirements; *Public Schools; School Construction; School Safety; Site Selection; Space Utilization; *Specifications; *State Standards
IDENTIFIERS- North Carolina

The 1986 North Carolina Public School Facilities Standards were legislated in 1996 to become Facility Guidelines. A Public School Facilities Task Force was appointed to review and make revisions. These 1997 guidelines define and describe minimum facilities to ensure educational program appropriateness and long-term cost efficiency. They were developed to provide school systems and designers with useful and reliable design information to use as a basis for new schools, additions, and renovations. Guidelines, comments and recommendations are provided for the following educational spaces: (1) school sites; (2) regular classrooms; (3) science; (4) small-group resource rooms; (5) exceptional children; (6) arts education (music, visual arts, theater arts, and dance); (7) workforce development; (8) media centers; (9) physical education; (10) administration; (11) student support areas; (12) staff support areas; (13) common circulation and entries; (14) cafeterias; and (15) building support areas. Recommendations are also made on technology infrastructure, designing safer schools and on plumbing, heating, ventilating, and air conditioning. Design information is provided. The appendix includes the statutes that relate to public school construction in the state; feasibility and cost analysis; class sizes and teacher allotments; suggested sizing for media rooms; and recommended lighting systems. The appendix also contains a form required from boards of education that submit plans with deviations from the standards. (JM)

ED 425 613 EF 005 106

Lowe, Davison Duane
School Facilities Equity in California: An Empirical Study.
PUB DATE- 96
NOTE- 84p.; Ph.D. Dissertation, University of Southern California.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Crowding; *Educational Equity (Finance); *Educational Facilities; Elementary Secondary Education;

*Curriculum Design; Diagnostic Tests; Discourse Analysis; Early Childhood Education; Educational Change; Educational Psychology; *Educational Research; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Higher Education; Instructional Effectiveness; Mainstreaming; Mathematics Instruction; Program Evaluation; Qualitative Research; Reflective Teaching; *Research Methodology; Science Instruction; Second Language Learning; *Second Languages; Self Evaluation (Groups); Special Education; *Teacher Education; Teaching Methods
IDENTIFIERS- Content Area Teaching; Spain

This document consists of the eight issues of the series "Revista Investigacion Educativa" published during the 4-year period 1992-1995. This review of educational investigation seeks to promote the exchange of information about empirical research in education. It is published semiannually, and includes reports of both quantitative and qualitative research as well as articles on research methodology. Studies at all levels of education, from early childhood education to graduate study, are included. All articles are in Spanish, but English abstracts of each article are provided. The eight issues included in this group, dating from 1992 through 1995, contain articles on a wide range of topics, including bilingual education, mathematics instruction, curriculum design and development, teaching skills and qualifications, reflective teaching, science instruction, the purposes and uses of research, cooperative research, articulation, external and internal program evaluation, educational reform, social aspects of education, diagnostic evaluation, mainstreaming, classroom teaching techniques, special education, educational psychology, qualitative research methods, various methods of statistical analysis, and research design. A number of articles refer specifically to the Spanish educational system. (MSE)

ED 425 635 FL 025 234

Noor, Hashim H.
Some Implications of the Role of the Mother Tongue in Second Language Acquisition.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070) Journal Articles (080)
DESCRIPTORS- Error Patterns; *Interference (Language); *Interlanguage; Language Acquisition; Language Research; *Language Role; Linguistic Theory; *Second Language Learning; *Transfer of Training

Research on the role of the first language (L1) in second language (L2) learning is reviewed, offering historical background but focusing primarily on work within the last two decades. Attention is given mainly to two aspects of the L1-L2 relationship: positive transfer of knowledge from L1 in the process of learning L2, and negative transfer, or interference. Related theories are traced from the 1960s, and empirical research from the 1970s. Research topics examined include L2 learner errors either traceable to or not traceable to L1, L2 development independent of L1, production and reception errors, and transfer of properties shared by L1 and L2, including language universals. More recent research on specific constructions promoting or inhibiting transfer, on learner perceptions of L1 and L2 in transfer, and on transfer in specific languages is highlighted. It is concluded that in view

*Videotape Recordings
IDENTIFIERS- Japan; *Japanese People

In the context of an ethnographic study of nonverbal communication within the Japanese home environment, issues in the use of videotape recordings for data gathering are discussed. The study investigated language use and behavior of Japanese host families in homestay settings, focusing on the use of nonverbal behavior to facilitate communication. The visual data in this study showed that the host families relied heavily on nonverbal cues during dinner table conversations. While this data was unobtainable by audio recording alone, researchers should be aware of issues in video recording in such field research, in three areas: data collection; data analysis; and reporting. Issues in data collection include: whether the researcher should be present at the time of the recording, or whether this presence creates a distraction confounding results; participants' awareness of the camera; privacy of the participants; quality of recording; and scheduling participant interactions. Concerns in data analysis include these: selection of typical vs. atypical discourse segment, and use of review sessions with participants, to gain further insight. Reporting issues include: acceptability of research results, and participant privacy. The author calls for development of guidelines for use of video recordings in ethnographic research on language use. Contains 30 references. (MSE)

ED 425 656 FL 025 636

Howard, Elizabeth R.; Loeb, Michael I.
In Their Own Words: Two-Way Immersion Teachers Talk about Their Professional Experiences. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); *Immersion Programs; Interviews; Language Minorities; *Language Teachers; Native Speakers; *Professional Development; Questionnaires; Second Language Instruction; Second Language Learning; Teacher Attitudes; Teacher Recruitment
IDENTIFIERS- Center for Education Diversity and Excellence; ERIC Digests; *Two Way Bilingual Education

The last several years have seen a dramatic increase in the popularity of two-way immersion (TWI) programs around the country. These programs integrate native English speakers and language-minority students for academic instruction and aim to promote bilingual proficiency, high academic achievement, and cross-cultural awareness. The expanded popularity of these programs has meant a surge in the demand for and recruitment of TWI teachers. Thus far, there is little research documenting the teaching experiences or professional development needs of current teachers in this unique teaching environment. Research on TWI being conducted at the Center for Applied Linguistics (CAL) under the auspices of the Center for Research on Education, Diversity, & Excellence (CREDE) is investigating the professional development of TWI teachers. An important premise of the investigation is the belief that questions about how to prepare teachers to work in TWI settings are best answered by their recommendations for improving the educational access and retention of Samoan and other Pacific American students. First, an introductory chapter presents a literature review and explains the study's methodology and significance. Chapter 2 discusses social contexts for Samoan students, including Samoan history, the sociodemographic context of U.S. Samoan communities, issues within Samoan communities in the United States, educational issues facing Samoan youth, and the marginalization and minimal representation of Samoans in higher education. Chapter 3 presents narrative excerpts from the student interviews organized into three categories: obstacles to higher education, overcoming barriers, and solutions/recommendations. Recommendations are further organized into 10 topics, which include the need to recruit Samoan/Pacific Islander faculty and staff; teacher training in Samoan/Pacific Islander culture; and special assistance to Samoan student athletes. Seven appendices include definitions of Samoan terms, consent forms, the interview instrument, maps, and enrollment data. (Contains 86 references.) (DB)

ED 425 676 HE 031 713

Opening Fall Enrollment, 1998.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; Community Colleges; *Enrollment Rate; *Enrollment Trends; Graduate Study; *Higher Education; Private Colleges; Sex Differences; State Colleges; State Universities; Statistical Data; Tables (Data); Undergraduate Study
IDENTIFIERS- *Maryland

This report presents tables detailing enrollment data for fall 1998 at Maryland's public and independent colleges and universities. Highlights include: (1) total headcount enrollment increased by 3,000 to 264,802, which was the greatest one-year increase since 1990; (2) nearly all the increase was due to a sharp rise in number of full-time undergraduates (116,353); (3) new full-time freshmen increased by 5.6 percent to 29,055; (4) part-time graduate and professional enrollment grew 4.4 percent while full-time graduate and professional enrollment remained the same; (5) total headcount enrollment growth was greatest at the independent colleges and universities, where the number of students rose by 3.8 percent; (6) among community colleges, 11 gained enrollment and 7 lost; and (7) women continued to outnumber men, comprising 58 percent of all students. Specific tables present enrollment trends 1978-98; first-time full-time freshmen data; and opening fall enrollments by institution, student status (full-time, part-time), and student category (undergraduate, graduate, first professional, men, women, and first-time full-time freshmen). (DB)

ED 425 677 HE 031 727

Marchese, Theodore J., Ed.
AAHE Bulletin, 1997-98.
PUB DATE- 98
NOTE- 177p.; Published ten times a year.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

Do Grants Matter? Student Grant Aid & College Affordability.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Financial Needs; Financial Support; Government Role; *Grants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Affordability

This report examines the relationship between grant assistance and overall college affordability by analyzing data, spanning two decades, from the U.S. Department of Education, the College Board, and other higher education organizations. It identifies the following key trends: (1) need-based grant awards are covering a decreasing percentage of the average price of attending college; (2) net prices have increased for most families in the 1990s, further indicating that the role of grant aid in keeping college affordable has been diminished; and (3) these trends have occurred despite the fact that need-based grant aid continues to be targeted toward students with "need." These trends are explained by the following additional findings: the total price of attending college has escalated in recent years; grants, especially at the federal level, have remained static as a proportion of all student aid awarded; and in the 1990s, the proportion of students receiving loans and the average loan amounts have grown faster than both the proportion of students receiving grants and the average grant amount. The paper urges greater financial support for grant aid at federal, state, and institutional levels. (Contains 27 references.) (DB)

ED 425 697 IR 018 951

Berge, Zane L., Ed.; Collins, Mauri P., Ed.
Wired Together: The Online Classroom in K-12. Volumes 1-4.
PUB DATE- 98
NOTE- 1000p.; This is the fourth publication in the series "Computer-Mediated Communications and the Online Classroom" (CMCBOOK).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; Distance Education; Educational Development; *Elementary Secondary Education; Foreign Countries; Instructional Design; Professional Development; Program Development; Program Implementation; Teacher Education

This four volume set in the series is designed especially for all members of the primary and secondary educational community, with chapter authors focusing on the pedagogical challenges in their various situations and writing about how computer-mediated communication (CMC) is used to address them. This series focuses on teaching and learning, using a wide range of computer-mediated technologies in a broad spectrum of settings. An international group of over 100 teachers, school media specialists, administrators, and teacher educators from seven different countries contributed to the series. Volume 1, "Perspectives and Instructional Design," introduces general issues in the use of CMC in K-12 and looks at three different implementation models and a variety of perspectives and support system; coordination of an academic computing help desk; Web-based parallel programming workshop for undergraduate study; a Web-based college information navigator; total quality management (TQM) in a computer lab; course preparation for distance education delivery; interactive course development; undergraduate data mining on the Web; multimedia training; computing trends in small liberal arts colleges; student-developed Web pages; automation of teacher-side Web page navigation for classroom presentations; accommodating the disabled; computer training for teachers; resource requirements in a client/server environment; Web-based campus directory; open platform software system for Internet interactive education; and teaching as instructional support. The volume also provides information about the Association of Small Computer Users in Education (ASCUE), a list of ASCUE board members, descriptions of pre-conference workshops, and a presenters index. Most papers contain references. (AEF)

ED 425 714 IR 019 202

Bird, Bruce
Application of FrontPage 98 to the Development of Web Sites for the Science Division and the Center for the Advancement of Learning and Teaching (CALT) at Anne Arundel Community College.
PUB DATE- 98
NOTE- 7p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); College Faculty; Community Colleges; *Computer Software; Computer Software Selection; Computer System Design; Computer Uses in Education; Educational Technology; Evaluation Criteria; *Faculty Development; *Hypermedia; *Material Development; Science Teachers; Two Year Colleges; *World Wide Web
IDENTIFIERS- Anne Arundel Community College MD; Links (Indexing); *Microsoft FrontPage; Support Services; *Web Sites

This paper discusses the development of two World Wide Web sites at Anne Arundel Community College (Maryland). The criteria for the selection of hardware and software for Web site development that led to the decision to use Microsoft FrontPage 98 are described along with its major components and features. The discussion of the Science Division Web site addresses efforts at acquainting science faculty with the capabilities of FrontPage 98, training and support to assist faculty in preparing personal Web pages, and providing workshops for faculty developing Web-based courses. The Center for the Advancement of Learning and Teaching (CALT) Web site, developed as a teaching and learning resource for the college community, is discussed; highlights include CALT links to other Web resources and inclusion on the site of examples of what can be done with various hardware and software tools. Several suggestions for helping faculty make the journey from anxiety to enjoyment/comfort in the use of technology are offered. Several Web sites related to FrontPage 98 and faculty development are listed. (AEF)

ED 425 715 IR 019 203

Gordonov, Anatoliy; Kress, Michael; Klibaner, Roberta

Forgotten Third" (Jack Jennings, Diane Stark Rentner) reports that more students do not end their education after high school, but those left behind face a bleaker future. "Postsecondary Education: Student Success, Not Just Access" (Lawrence E. Gladieux, Watson Scott Swail) argues the key to success is completion of postsecondary studies. "Preparing Youth for the World of Work" (Thomas Bailey, Vanessa Smith Morest) concludes that no strategy or policy change has caused a broad, consistent national movement. "Ten Years of Youth in Service to America" (Shirley Sagawa) focuses on development of service opportunities for students and young people. "Reflections on a Decade of Promoting Youth Development" (Karen Pittman, Merita Irby) offers suggestions to strengthen the insights and thrust of the youth development movement. "On the Horizon: America's Youth Face the New Century" (Harold Howe II) describes two main tasks to complete the youth agenda. A summary of the report is included. (YLB)

ED 425 276 CE 077 453

Macrae, Helen, Ed.; Hazel, Valerie, Ed.
Speaking Back Again. Report of the 1997 ACFE Research Forum.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Adult Education; Art Education; Articulation (Education); *Community Education; Community Programs; Corporate Education; Delivery Systems; Education Work Relationship; Educational Administration; Educational Needs; Educational Practices; *Educational Research; Foreign Countries; Literacy Education; Mental Disorders; Older Adults; Outcomes of Education; Postsecondary Education; Rural Areas; Rural Education; Speech Communication; *Theory Practice Relationship; Unemployment; Vocational Education; Womens Education; Youth Employment; Youth Programs
IDENTIFIERS- *Australia

This document contains 15 papers from a research forum on adult, community, and further education (ACFE) in Australia. The following papers are included: "The Prioress, the Wife of Bath and the ACFE Researcher" (Kaye Schofield); "Learning Communities, Researching Communities" (Martin Yarnit); "Young Unemployed People in Adult Community Education Project" (Sue Chamberlain, Ian Hughes); "Older People with Special Needs" (Judith Elsworth); "Working with Adult Learners with Psychiatric Disabilities" (Laurence Kerr); "Not So Naive: The Multi-skilling of Women through Naive Art" (Linden Dean); "Employee Development Programs" (Matt Seeary); "Best Practices for Delivery of ACE Adult Community Education Programs to the Koorie Community" (Linda Wilkinson); "Impact Study of Language and Literacy Skills" (Nadia Casarotto, Pam Dickinson); "Rural Workers: Accessing Training and Further Education" (Ann Cliff); "Oracy in a Community Setting" (Elizabeth Taylor, Andrea Murray); "Pathways between ACE and VET Vocational Education and Training : Creating Illusions and Shattering Myths" (Allie Clemans, Peter Rushbrook); "Listening from the Heart: Can Research Have Soul?" (John Bottomley); "Good, Better, Best Management Practices in ACE" (Pauline Bennet); and "Getting the ACFE Research Question Right" (Helen Praetz). (MN)

ED 425 277 CE 077 455

Bradshaw, Delia

Professional Development Training. ACTWU Insurance Department.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 55p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-513. "With contributions from Florence Estes."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Conflict Resolution; Curriculum Guides; Instructional Materials; Interpersonal Communication; *Interpersonal Relationship; Leadership Training; Learning Activities; Lesson Plans; *Listening Skills; *Professional Development; Self Evaluation (Individuals); Stress Management; *Teamwork; *Work Attitudes
IDENTIFIERS- *Customer Services

This curriculum guide provides materials for a 10-week professional development training course. A course outline and list of topics is followed by the plans for the 10 lessons. Components of these lesson plans include topics; objectives; materials needed; lesson outline with activities and discussion; and student handouts. Lesson topics are as follows: (1) overview of course, self-assessment, getting to know co-workers, and discovering character and temperament types; (2) character and temperament types, work tasks of individual "team" members, and understanding and accepting co-workers for their strengths and areas for development; (3) principles of effective communication, barriers to communication, and behavior in the workplace; (4) active listening: verbal and non-verbal cues, barriers to effective communication, and listening styles, attitudes, and behaviors; (5) improving listening skills, various kinds of customers, and effective approaches in dealing with customers; (6) dealing with difficult people, customer service versus customer satisfaction, and strategies to facilitate customer satisfaction; (7) attitude in the workplace, mutual respect, and principles of teamwork; (8) principles of teamwork, the importance of team communication, and the effects and impact of good team communication; (9) conflict in the workplace, dealing with conflict, and managing stress; and (10) outcomes of course, recommendations for management, topics of future development training, and evaluation and recognition. (YLB)

ED 425 296 CE 077 513

Martin, Sabrina Budasi
Customer Service & Team Problem Solving.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 34p.; For related documents, see ED 391 396-400, ED 399 311, ED 401 379, ED 402 464, ED 413 793, and CE 077 501-506 and 508-512. "With contributions from Florence Estes."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Conflict Resolution; Curriculum Guides; Instructional Materials; Interpersonal Communication; *Interpersonal Relationship; Learning Activities; Lesson Plans; *Listening Skills; Problem Solving; Self Evaluation (Individuals); *Staff Development;

tactile, visual, and auditory learners; ideas for interactive training; and arranging the room. Section II contains the curriculum for chapter 1 on basic blueprint reading. Introductory facilitator materials include a one-page summary of course basics, objective, and course overview with blueprint reading content and learning strategies; and checklist of materials needed. Information and exercises are provided on learning strategies, study strategies, reading strategies, key terms, note taking, job aids, memory aids, organization, and classroom strategies. Symbols that represent the various terms and ideas are presented in a side column and used in the curriculum to alert the trainer and/or student that certain activities or responses are recommended. Throughout the sample curriculum, facilitator pages provide tips for the facilitator. The guide provides objectives, learning materials, activities, chapter review, answer keys, Checkpoint 1, and participant score sheet. Section III contains a complete set of learner's materials suitable for duplication. (YLB)

ED 425 314 CE 077 629

OMRDD/REACH/CUNY Distance Learning Program. Assessment Materials.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Allied Health Occupations Education; Basic Skills; Distance Education; *Mental Health Workers; Pretests Posttests; *Problem Solving; Reading Comprehension; *Reading Tests; *Self Efficacy; *Self Evaluation (Individuals); Staff Development; *Writing Tests

This compilation of evaluation materials for a distance learning program for mental retardation/developmental disabilities workers is divided into pretests and posttests. Section 1, Pretests, provides instructions for participants and the job-related reading, writing, and problem solving inventory. The inventory, Communication Skills for Office of Mental Retardation and Developmental Disabilities (OMRDD) Direct Care Workers, consists of five parts: participant self-report, job-related reading comprehension, writing task, problem solving strategy inventory, and job-related self-efficacy scale. This section also includes a communication skills for OMRDD direct care workers supervisor's rating form. Section 2, Posttests, provides instructions for participants and the job-related reading, writing, and problem-solving inventory. The inventory consists of the same five parts that comprise the pretest. Another supervisor's rating form is provided. (YLB)

ED 425 315 CE 077 631

Jurmo, Paul
Collaborative Learning for Continuous Improvement: Team Learning and Problem Solving in a Workplace Education Program. A Guidebook from a Project of the National Workplace Literacy Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 67p.; For a related evaluation report, see ED 415 425.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Countries. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Comparative Analysis; Continuing Education; Education Work Relationship; Educational Policy; Educational Practices; *Educational Trends; Foreign Countries; *Hospital Personnel; *Job Training; Models; Postsecondary Education; Printing; *Private Sector; *Publishing Industry; School Business Relationship; Secondary Education; Synthesis; Systems Approach; Trend Analysis; *Vocational Education
IDENTIFIERS- *Europe

The development of sectoral training systems in two economic sectors--the printing industry and the sector of health care in hospitals--was examined in a study that entailed parallel research projects in five European countries: Belgium, Latvia, The Netherlands, Norway, and the United Kingdom. The study was based on the assumption that the development of sectoral training systems entails four processes: articulation of sectoral (training) agencies and bodies; negotiation of training agreements; creation of training policies and provisions; and implementation of training policies and programs at the firm level. Sectoral training systems were generally more clearly developed in the printing sector. Printing sector training systems were highly developed in Norway, Belgium, and the Netherlands. In the United Kingdom, the established social partner-led training system that was broken down by the liberal government in the 1980s has recently been reconstructed through the conclusion of joint training agreements and the establishment of a joint training council. In all five countries, sectoral-level training was less articulated in the hospital sector. The research model was deemed a workable device for description and analysis of developments in the two sectors studied. (Contains 15 references) (MN)

ED 425 334 CE 077 709

Workforce Investment Act of 1998.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Adult Education; Adult Programs; Advisory Committees; Comparative Analysis; Dislocated Workers; *Education Work Relationship; *Educational Legislation; Eligibility; Employment Programs; Employment Services; Empowerment; *Federal Legislation; Financial Support; *Job Training; *Labor Force Development; Literacy Education; Program Administration; *Program Design; Program Implementation; Systems Approach; Unemployment; Youth Employment; Youth Programs
IDENTIFIERS- Job Training Partnership Act Amendments 1992; Training Accounts; *Workforce Investment Act 1998

This document provides an overview of the Workforce Investment Act, which provides the framework for a national work force preparation and employment system designed to meet simultaneously the needs of the nation's businesses and of job seekers wishing to further their careers. The document begins with a brief summary of the act's five titles, which do the following: authorize the new work force investment system;

ED 425 351 CE 077 759

Kell, Peter
From the Billabong to the Mainstream? A Teachers' Guide to Australian Training & Literacy Policy Developments 1974-1998. Research into Practice Series Number 6.
PUB DATE- 98
NOTE- 37p.; Produced by the Language Australia, Queensland Adult Literacy Research Network Node.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Articulation (Education); Competence; Competency Based Education; Education Work Relationship; Educational Change; *Educational Policy; *Educational Trends; English; Foreign Countries; *Job Training; *Literacy Education; National Programs; Numeracy; Open Education; Policy Formation; Postsecondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Australia; TAFE (Australia)

This document traces Australian training and literacy policy developments from 1974 to 1998. The document begins with a brief discussion of the global political, educational, social, and economic trends that have affected Australia's training and literacy policies. Discussed next are major events of the four policy "epochs" in Australia's vocational education and training (VET) sector: the "poor cousin" epoch (1900-1974), during which technical and further education (TAFE) emerged as a "poor cousin" to Australia's school and higher education sector; the Kangan era (1974-1988), which was marked by emphasis on participation and equity; the epoch of the Open Training Market and seamless web (1988-1992); and the epoch of User Choice (1992-1998). The decade of reform in English language and literacy provision that began in the mid-1980s and included development of the Australian Language and Literacy Policy in 1991 is chronicled. Special attention is paid to the National Framework of Adult English Language, Literacy and Numeracy Competence and the National Reporting System (NRS). The effects of policy reforms in vocational and adult education on the dimensions of teachers work are considered. Concluding the document is a timeline of significant policy sources in vocational education and their relationship with literacy policy. (Contains 18 references.) (MN)

ED 425 352 CE 077 769

Stasz, Cathleen; Stern, David
Work-Based Learning for Students in High Schools and Community Colleges.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Delivery Systems; Education Work Relationship; Educational Benefits; *Educational Objectives; Educational Quality; Evaluation Methods; *Experiential Learning; High Schools; Program Design; Two Year Colleges; *Vocational Education; *Work Experience Programs

Work-based learning (WBL) differs from work experiences gained in school counselors are discussed. (EMK)

ED 425 372 CG 028 915

National Tobacco Policy and Youth Smoking Reduction Act. Report of the Committee on Commerce, Science, and Transportation on S.1415 Together with Additonal Views. United States Senate, 105th Congress, 2d Session.
PUB DATE- 98
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Federal Programs; *Public Policy; *Smoking; *Tobacco; *Youth Problems; Youth Programs
IDENTIFIERS- Proposed Legislation; Smoking Cessation

The purposes of Senate bill S.1415 concerning youth smoking are reviewed and a favorable report with an amendment is provided. The background and need for the legislation is analyzed and the legislative history, including hearings and testimony, is summarized. An analysis of Sections 1-10 is presented individually. Discussion of the bill follows by titles: (1) "Regulation of the Tobacco Industry" includes jurisdiction of FDA and advertising; (2) "Reductions in Underage Tobacco Use" which includes goals, state enforcement incentives, and smoking cessation programs; (3) "Tobacco Product Warnings and Smoke Constituent Disclosure"; (4) "National Tobacco Settlement Trust Fund," which includes spending for childcare and early childhood development; (5) "Standards to Reduce Involuntary Exposure to Tobacco Smoke"; (6) "Application to Indian Tribes"; (7) "Civil Liability of Manufacturers of Tobacco Products"; (8) "Tobacco Industry Compliance and Employee Protection from Reprisals"; (9) "Public Disclosure of Tobacco Industry Documents"; (10) "Long-Term Assistance for Farmers," which includes the "Tobacco Community Revitalization Trust Fund" and transition assistance; (11) "Miscellaneous"; (12) "Tobacco Asbestos Trust Fund"; and (13) "Veterans Benefits." A statement of intent of the committee for additional amendments is included. Additional views of several senators and a chart of roll-call votes in committee are appended. (EMK)

ED 425 373 CG 028 916

Youth for Justice: Students Speak Out against Youth Violence. Report of the Annual Youth for Justice Summit (3rd, Columbus, Ohio, April 30, 1997).
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Human Relations; Intermediate Grades; Junior High Schools; *Middle Schools; Peace; *Prevention; Prosocial Behavior; School Safety; School Security; *Violence; Youth Leaders; Youth Problems; *Youth Programs
IDENTIFIERS- *Middle School Students; Ohio

Ideas submitted by middle school Youth for Justice teams are presented. Sixty-four teams from middle schools in all regions of Ohio spent 5 months researching and preparing their ideas

Heide, Kathleen M.
Young Killers: The Challenge of Juvenile Homicide.
PUB DATE- 99
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Antisocial Behavior; Death; Elementary Secondary Education; *Homicide; Juvenile Courts; *Juvenile Justice; Psychological Patterns; *Violence; Youth; *Youth Problems

This book assembles and synthesizes some of the latest available information, research findings, and informed opinions regarding the parameters of homicide by youths and concerning the nature of young killers themselves. It provides a framework for understanding youths who kill, for moving forward with treatment, and for reducing violence in future generations. Chapters are illustrated with incisive case history material. Part 1, "Juvenile Homicide Encapsulated," puts the phenomenon of juvenile homicide in perspective. Chapter 2 synthesizes a wide range of quantitative and qualitative information from published data, observations, findings and opinions of scholars, practitioners, and researchers which influence juvenile homicide. Chapter 3 discusses the legal response to adolescent homicide. Chapter 4, "Understanding the Juvenile Murderer," presents factors important to understanding the motivational dynamics of youth homicides using an example with a comprehensive psychological, forensic, and social evaluation to uncover the confluence of important parameters. Part 2, "Clinical Portraits," provides seven extensive portraits of juvenile murderers in separate chapters pointing to the differences among these youths and their cases as well as the similarities. Detailed examination of their cases; factors leading up to the murder; psychological, social, and forensic evaluations; and follow-up material supports the analysis of each case. Part 3, "The Challenge of Juvenile Homicide," includes "Treating Young Killers" (written with Eldra P. Solomon) and "Reducing Youth Violence in the 21st Century." (EMK)

ED 425 393 CG 028 958

Armeniox, Leslie Flint
Dance/Movement Therapy: A Unique Career Opportunity.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations; Career Development; *Dance Therapy; Higher Education; Professional Education

Dance and movement therapy is a form of psychotherapy that uses the body, dance, and movement as the primary mediums for the therapeutic process. Dance is a fundamental art form that involves the body as an instrument of self-expression; movement is a universal means of learning and communicating. Dance and movement therapy is the psychotherapeutic use of movement as a process that furthers the emotional, cognitive, and physical integration of the individual. The American Dance Therapy Association (ADTA) supports and promotes this young profession by establishing and maintaining high standards of professional training and practice. The ADTA provides a registry process, a author's experience as a professor in residence is described. Such exchanges benefit schools and teacher preparation programs by bringing a fresh perspective and a dose of reality to each. (EMK)

ED 425 413 CG 028 983

Walz, Garry R.; Bleuer, Jeanne C.
Emerging Priorities and Emphases in School Counseling, Guidance, and Student Services.
PUB DATE- 97
NOTE- 8p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *School Counseling; *School Guidance; Student Personnel Services
IDENTIFIERS- Computer Use; ERIC

School counseling has evolved from a limited service into a schoolwide program focused on the developmental needs of all children. Five crucial components of school counseling programs are discussed: (1) delivery of guidance and counseling through a comprehensive K-12 developmental program; (2) involvement of parents and communities; (3) utilization of educational technology by both counselors and students; (4) targeting of new areas of student knowledge and skill; and (5) emphasis on student outcomes from counseling. Current efforts for change and improvement are focused on these components. Some undergirding principles for understanding school counseling programs are presented in the areas of behavioral objectives, students' responsibility for renewing life and career decisions, teaching self-improvement and coping skills, and understanding the context of interrelated systems from which the student operates. Comprehensive school guidance programs are committed to assisting students of all ages to become responsible for planning and managing their own lives. Improving guidance interactions and access to educational media through the use of computers is discussed; access to the Internet can provide access to a new world of knowledge. ERIC services are described. Counseling is increasingly being evaluated by the outcomes of students rather than the qualifications of counselors. (EMK)

ED 425 414 CS 013 300

Reading, Grades K-6: Skills-Based Scope and Sequence Guide. Target Skills & Sample Assessment Methods.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Curriculum Development; Elementary Education; *Elementary School Curriculum; Instructional Improvement; Learning Strategies; Reading Improvement; *Reading Instruction; *Reading Skills; State Curriculum Guides; Student Evaluation; Teacher Developed Materials
IDENTIFIERS- Idaho; Scope and Sequence

reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Georgia on the NAEP reading scale was 207 compared to 212 nationwide. (CR)

ED 425 431 CS 013 321

NAEP 1994 Reading State Report for Hawaii. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Hawaii; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Hawaii, 2,732 students in 104 public schools and 415 students in 19 non-public schools were assessed. This report describes the reading proficiency of Hawaii fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Hawaii on the NAEP reading scale was 201 compared to 212 nationwide. (CR)

ED 425 432 CS 013 322

outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Nebraska on the NAEP reading scale was 220 compared to 212 nationwide. (NKA)

ED 425 445 CS 013 335

NAEP 1994 Reading State Report for New Hampshire. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 210p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Hampshire; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New Hampshire, 2,197 students in 86 public schools were assessed. This report describes the reading proficiency of New Hampshire fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in New Hampshire on the NAEP reading scale was 223 compared to 212 nationwide. (NKA)

ED 425 446 CS 013 336

Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 215p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *West Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In West Virginia, 2,757 students in 111 public schools and 130 students in 7 non-public schools were assessed. This report describes the reading proficiency of West Virginia fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in West Virginia on the NAEP reading scale was 213 compared to 212 nationwide. (SR)

ED 425 460 CS 013 350

NAEP 1994 Reading State Report for Wisconsin. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity

computer technology; (6) critical thinking; (7) culture of the academy (including academic integrity); (8) collaboration and the development of campus networks; and (9) comprehensive introduction to the university's resources. From fall 1995 to fall 1997, enrollees were tracked to determine how many were retained up to spring semester 1998. In all semesters except the first one, seminar participants were retained by a significantly higher percentage. Data collected on grades at the end of the fall 1997 semester showed that seminar participants also earned a higher percentage of high grades than non-participants who were also new to IUPUI.(Contains 2 tables of data and 9 references.) (CR)

ED 425 477   CS 509 932

Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (24th, Austin, Texas, October 16-18, 1997).
SPONS. AGENCY- New Mexico Inst. of Mining and Technology, Socorro.
PUB DATE- 98
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Distance Education; *Ethics; Global Approach; Higher Education; Legal Problems; Literacy; *Professional Development; *School Business Relationship; School Community Relationship; Scientific and Technical Information; *Technical Writing; *Theory Practice Relationship

Based on the theme of connections in technical and scientific communication, this proceedings presents 47 papers delivered at the 1997 annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC). Papers in the proceedings are divided into 10 sections: (1) Theoretical Connections; (2) Legal and Ethical Connections; (3) Professional Development Connections; (4) Literacy and Technology Connections; (5) Industry Connections; (6) Curricular Connections; (7) Distance Learning Connections; (8) Disciplinary Connections; (9) Community Connections; and (10) International Connections. Papers in the proceedings include: "Why Do We Have to Read This Boring Stuff?: Theory as the Connection between School and the Real World" (Marilyn Cooper); "Composition and Technical Communication: Seeking the Theoretical Connections" (Carole Yee); "Who Owns a Web Site? An Initial Discussion of Intellectual Property Rights in Technical Writing Projects" (Daniel G. Riordan); "How Can We Treat Ethics Issues Ethically in Technical Communications Programs?" (Nancy Allen); "What Should Technical Communication Educators Know about Professionalization?" (Gerald Savage); "Tools for Scholars and Other Knowledge Workers: Connecting Computer Technology to the Curriculum" (Pamela S. Ecker); "Hiring Those Who Can and Do Teach: The Faculty Connection to Workplace Practices" (Louise Rehling); "Adding Value to the Technical Communication Program: The Need for Required Research Methodology Courses" (Elizabeth Pass); "Service Courses Don't Have to Be Servants Anymore: The Role of Environmental Communication in the Technical Communication Classroom" (Hillary Hart); "Examining the Culture of Distance Education: Ideologies and Technologies" (Ann Hill Duin and James Frost); "How to Make Distance Education Work: Planning Ahead and Getting It Right the First Time" (Kelli Cargile Cook); "Cross Talk: Technical Communication and Technical Curricula" (Diane Atkinson and Betsy Aller); "Building a Graduate Certificate Program: Making Connections with the Community-at-Large" services. (Contains 38 references.) (RJM)

ED 425 496 EA 029 272

Garrett, Viv; McGeachie, B.
Preparation for Headship? The Role of the Deputy Head in the Primary School.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Assistant Principals; Educational Administration; Elementary Secondary Education; *Faculty Development; Foreign Countries; Instructional Leadership; Principals; Professional Development; *School Administration
IDENTIFIERS- England (Sheffield)

Little research exists on the roles and career intentions of deputy headships in English cities. This paper explores how deputy heads in Sheffield, England, perceive their roles in relation to preparation for the headship. The text describes the national context of primary education in England and Wales and explores the understanding of theories of the primary headteacher and the primary deputy in the United Kingdom. The roles of the primary head, the deputy head, the local context, and the study methodology are all detailed. The research was based on two citywide surveys, as well as interviews, questionnaires, and discussions. The findings highlighted the lack of a robust definition of the role of the primary deputy. The deputy's role is heavily influenced, and ultimately controlled, by the individual headteacher. The role is dependent on the amount of time available for the deputy to undertake responsibilities, and most deputies viewed their positions in mainly operational terms. The results show the need for a clear definition of the deputy head's responsibilities for major areas of school life. These administrators need a personal program for training and development, which is bolstered by a proactive approach to professional development. (Contains 27 references.) (RJM)

ED 425 497 EA 029 273

Dellar, Graham B.
The Impact of System-Wide Restructuring on Teacher Professionalism and Accountability: A Western Australian Study.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Change; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Professional Development; School Based Management; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Australia (Western Australia)

This paper examines teachers' perceptions of policy related to

Antonio School Choice Project.
PUB DATE- 97
NOTE- 42p.; For other reports in this series, see ED 359 610 and ED 411 568. For related document, see EA 029 448.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Environment; *Institutional Characteristics; Intermediate Grades; Junior High Schools; Low Income; Middle Schools; Parent Participation; *Private Schools; *Public Schools; Questionnaires; *School Choice; Second Language Instruction; *Student Surveys; Tables (Data)
IDENTIFIERS- *San Antonio Independent School District TX; *Texas (San Antonio)

This report is the third in a series of research reports on a 4-year study of private and public school-choice programs in San Antonio, Texas. Two choice programs are the focus of the study. The first program is the Children's Educational Opportunity Foundation, which provides partial scholarships to low-income children for use in private and out-of-district public schools. The second is a district-wide multilingual thematic public school-choice program offered by the San Antonio Independent School District. A student survey was administered to 3,440 students at 9 schools (grades 6-8) in 1993, 1,871 of whom returned usable questionnaires for a response rate of 54 percent. Response rates of the nine schools varied from 50 percent to 84 percent. The survey asked questions about school characteristics; the character of the instructional program; school climate; parent involvement; and values emphasized in the instructional program. After briefly describing the choice programs and the method of data collection, the report examines the students' responses. It compares the information obtained from students in public attendance-zone schools, public choice schools, and private schools in order to understand both the impact of the ability to choose and the impact of school type on students' education. Sample surveys are appended. (JMD)

ED 425 515 EA 029 450

Gold, Anne
School-Based Continuous Professional Development: Schools Leaders' Responsibilities.
PUB DATE- 98
NOTE- 12p.; Paper presented at the conference of the European Network for Improving Research and Development (Riga, Latvia, October 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Audience Response; *Educational Needs; Elementary Secondary Education; *Faculty Development; Foreign Countries; Leadership; *Strategic Planning
IDENTIFIERS- United Kingdom

Three main areas related to the school leader's responsibility for continuous professional development are discussed. The first of these is the necessity for school leaders to have an understanding, or a theoretical framework, for how professionals learn. Serving as basis for discussion is the Kolb's Cycle of Learning Experience which has four movements:

Bass Education Series.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Communications; Concept Formation; *Design Requirements; *Educational Change; *Educational Improvement; Educational Trends; Elementary Secondary Education; Futures (of Society); School Attitudes
IDENTIFIERS- *Coalition of Essential Schools

This book serves as a guide for overcoming the challenge of improving schools. It provides a comprehensive view of issues related to serious school reform and describes appropriate attitudes, concepts, and tools needed to rethink and redesign American education. A 5-year study of 10 schools in the Coalition of Essential Schools already involved in school reform revealed a necessity to redesign 3 critical areas of the school. These involve altering the beliefs of school employees and the children who attend them, strengthening internal communication and power arrangements, and connecting the school to the needs, interests, and values of the subjects being served. The guidebook is divided into three parts that address these areas specifically. Part 1 familiarizes readers with a new belief system and six actions that allow officials to lead with the new belief system, including taking action, using intuition and faith, inventing and employing ritual, exercising charisma, drawing on networks, and being defiant. Part 2 lays out the wiring fundamentals, followed by means to rewire a school. Part 3 notes the challenges involved and offers ideas about meeting those challenges. (Contains 135 references, a glossary, and an index.) (JMD)

ED 425 535 EA 029 507

Calfee, Carol; Wittwer, Frank; Meredith, Mimi
Building a Full-Service School: A Step-by-Step Guide.
PUB DATE- 98
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Decision Making; *Educational Planning; Elementary Secondary Education; Evaluation Needs; Fund Raising; *Integrated Services; *Partnerships in Education; *Proposal Writing; Shared Resources and Services
IDENTIFIERS- *Full Service School Model

This how-to companion to Joy G. Dryfoos' "Full Service Schools" offers practical and comprehensive guidance for establishing school-based and school-linked academic, health, and human services as part of a holistic way to facilitate children's learning through family advocacy. The first of six chapters helps the reader understand how full-service schools work; including what they are, why they are needed, how they work, and other aspects. Chapter 2 outlines the planning and decision-making necessary. Chapters 3 and 4 discuss strategies for assessing community needs and identifying funding approaches

Preventing Mental Retardation through Use of Bicycle Helmets. ARC Q&A #101-48.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bicycling; *Head Injuries; *Incidence; *Mental Retardation; Neurological Impairments; *Prevention; *Safety Education
IDENTIFIERS- *Bicycle Helmets

This fact sheet uses a question-and-answer format to summarize what is known about preventing mental retardation through use of bicycle helmets. Questions and answers address the following topics: the importance of bicycle helmets; the number of bike riders injured or killed each year in bicycle crashes (about 1,000 killed, over 500,000 people injured, of whom 32.5 percent suffer head injuries); data on children and bicycle head injuries (138,000 per year); the rate of helmet usage for bicycle riders (fewer than 2 percent of children), despite the evidence that helmet usage reduces head injuries by 85 percent; tips for choosing and fitting a bicycle helmet; barriers to children's helmet use (lack of awareness of the need, cost, and peer pressure); and what states and communities are doing and can do to increase use of bicycle helmets. Additional organizational and print resources are listed. (DB)

ED 425 557 EC 306 219

Reynolds, Leigh Ann
People with Mental Retardation in the Criminal Justice System. ARC Q&A #101-47.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capital Punishment; Civil Rights; Compliance (Legal); *Crime; Criminals; *Criminology; *Incidence; *Mental Retardation; Punishment; Victims of Crime

This fact sheet uses a question-and-answer format to summarize issues related to people with mental retardation in the criminal justice system. Questions and answers address the following topics: the number of people with mental retardation in the criminal justice system (2 to 10 percent of the prison population is mentally retarded); whether people with mental retardation actually commit crimes more often than other people; the types of crimes people with mental retardation are commonly charged with (misdemeanors and less serious felonies); disadvantages faced by people with mental retardation in the criminal justice system (such as pretending to understand when they do not); the death penalty and people with mental retardation (many major organizations urge abolishing the death penalty for people with this disability); people with mental retardation are more frequent victims of crime; and ways to protect the rights of someone with mental retardation. (Contains 15 references.) (DB) disorganization, and lack of access to basic human needs. Three protective factors that surface from resiliency studies are discussed and include caring and support, opportunities for participation, and a vision for the future. Characteristics of successful schools are identified, which include academic emphasis, teachers' clear expectations and regulations, a high level of student participation, and many varied, alternative resources such as libraries, vocational work opportunities, art, music, and extra curricula activities. The following teacher strategies for fostering resilience in special education students are provided: (1) keeping elementary special education students with one special education teacher while the student attends the school; (2) providing care and support, compassion, a listening voice, and basic trust; and (3) providing high/positive expectations, realistic challenges, firm guidance and respect, and recognition of and building on strengths. (CR)

ED 425 577 EC 306 839

Khalsa, SiriNam S.
The Inclusive Classroom: A Practical Guide for Educators.
PUB DATE- 99
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; Classroom Environment; Classroom Techniques; Cognitive Processes; *Curriculum Development; *Disabilities; Educational Strategies; Elementary Education; *Inclusive Schools; Learning Strategies; Middle Schools; Parent Teacher Cooperation; *Teacher Collaboration; Teaching Methods; Teamwork
IDENTIFIERS- *Academic Accommodations (Disabilities); Testing Accommodations (Disabilities)

This book offers educators, parents, administrators, and other school personnel in the elementary and lower middle-school grades a basic understanding of what is involved in making inclusion work. In chapter 1, there is an explanation of the types of disabilities and other factors determining achievement, reasons for trying inclusion, and factors in determining whether inclusion is appropriate. In chapter 2, recent research findings are provided on how to address students' different learning styles and multiple intelligences in the classroom. Chapter 3 discusses teacher teamwork, collaborative teams, and strategies for working well. Chapter 4 is dedicated to curriculum modification strategies and lesson designs that will assist all students in reaching teaching goals. Included in chapter 5 is a curriculum entitled "How To Succeed in Eight Lessons," which has been found successful in aiding children in learning how to learn. Chapter 6 discusses how to manage behavior in an inclusive classroom, including helping children with attention deficit disorders. Chapter 7 gives strategies for dealing with 10 specific negative behavior types. The last chapter discusses how to develop a partnership with parents and how parents can help. The appendix contains a list of organizations that can provide additional support. (CR)

ED 425 578 EC 306 840

Wilson, Ruth A.

Ysseldyke, Jim; Krentz, Jane; Elliott, Judy; Thurlow, Martha; Erickson, Ronald; Moore, Michael
NCEO Framework for Educational Accountability.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *Accountability; Citizenship; Coping; *Disabilities; Early Childhood Education; *Educational Assessment; Elementary Secondary Education; Family Involvement; Individualized Education Programs; Input Output Analysis; Life Satisfaction; Literacy; Models; *Outcomes of Education; Physical Health; *School Effectiveness; Special Education; Student Participation; Transitional Programs; Well Being
IDENTIFIERS- Individuals with Disabilities Education Act; National Assn of State Dir of Special Educ; National Center on Educational Outcomes

This report describes how the National Center on Educational Outcomes (NCEO) Framework for Educational Accountability, which specifies outcomes and indicators for six developmental levels (ages three and six, grades four, eight, and twelve, and post-school), can be used to implement parts of the National Association of State Directors of Special Education's (NASDSE) conceptual model for a "balanced system of accountability." The NASDSE model of accountability includes three components: system accountability, individual student accountability, and input/process accountability. The NCEO model provides indicators for the following domains: (1) academic and functional literacy; (2) physical health; (3) responsibility and independence; (4) citizenship; (5) personal and social well-being; (6) satisfaction; (7) participation; and (8) family involvement. The report discusses terminology uses in the NCEO framework, fundamental assumptions underlying the framework, and using the framework for educational accountability. How the NCEO framework and the NASDSE accountability model can work together is addressed and examples of applications of the NCEO framework are provided. It also describes sources of information that can be adopted or adapted for use in system-wide or individual accountability. Appendices include possible data sources for early childhood indicators and possible data sources for school-age indicators. (CR)

ED 425 595 EC 306 936

Thurlow, Martha L.; Seyfarth, Allison L.; Scott, Dorene L.; Ysseldyke, James E.
State Assessment Policies on Participation and Accommodations for Students with Disabilities: 1997 Update. Synthesis Report 29.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Accountability; *Disabilities; *Educational Assessment; Educational Policy; Elementary Secondary Education; Individualized Education Programs; Input

Enrollment Influences; Equal Education; *Equal Facilities; Facility Improvement; Finance Reform; *Fiscal Neutrality; Property Taxes; *Public Schools; School District Spending; School District Wealth; School Funds; School Size; State Aid

This is an equity study, focusing on the crowdedness and adequacy of California's public school facilities. Facilities data are from a 1988 state survey and include information about building space, age of facilities, air conditioning, and construction type. The research focuses on two equity principles: horizontal equity and facilities neutrality. First, as a measure of crowdedness, the study uses a computation of square footage of instructional building space per student. Second, a measurement of the general adequacy of the facilities is derived using principal components analysis. In summary, the author finds that the horizontal equity statistical measures demonstrate that assessed property valuation, instructional space, and adequacy of facilities are not equally distributed to each of the 4,891,143 students in the data set. The facility neutrality statistics indicate that there is a statistically significant positive, but low, relationship between a school district's property tax base and crowdedness, and the adequacy of its facilities. The foremost policy implication is the need for additional financial support of $13 to $17.4 billion. Three strategies are recommended: (1) increase local fundraising capability by lifting the two-thirds voter requirement for general obligation bonds; (2) devote sufficient state funds to school districts by channeling sufficient funds to school districts, and (3) increase federal support to the states, with particular emphasis on districts at the bottom half of the adequacy distribution. (Contains 45 references and the Appendix contains a School Facilities Inventory Building & Classroom Worksheet.) (GR)

ED 425 614 EF 005 107

School District Energy Manual.
PUB DATE- 98
NOTE- 141p.; Prepared by New Jersey Association of School Business Officials Facilities Committee.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Building Operation; Climate Control; Conservation Education; Cost Effectiveness; *Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; *Energy Management; Equipment Maintenance; Facility Guidelines; *Facility Requirements; Fuel Consumption; Program Implementation; School Business Officials; School Districts; School Maintenance; Student Transportation

This manual serves as an energy conservation reference and management guide for school districts. The School District Energy Program (SDEP) is designed to provide information and/or assistance to school administrators planning to implement a comprehensive energy management program. The manual consists of 15 parts. Part 1 describes the SDEP; Parts 2 through 14 contain information that address different aspects of School District Energy Conservation: (1) Conservation Guidelines; (2) The Role of Administration; (3) Data Collection for Energy Conservation; (4) Energy Management Systems; (5) Operations and Maintenance for Energy Conservation; (6) Heating, Ventilation, and Air Conditioning (HVAC) Controls; (7) The Custodian and Energy of mixed research results and the limitations of existing knowledge, it is best to view L1 as a contributing factor in L2 development. (Contains 62 references.) (MSE)

ED 425 636 FL 025 443

Demerath, Peter
Dilemmas of Student Identity and Academic Success in Post-Colonial Papua New Guinea.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Developing Nations; *Educational Attitudes; Elementary Education; Ethnography; Foreign Countries; *High School Students; High Schools; *Identification (Psychology); Interviews; *Non Western Civilization; *Peer Influence; Student Attitudes; Surveys
IDENTIFIERS- *Papua New Guinea

This study investigated how and why high school students in Papua New Guinea may resist education, particularly as these factors affect individual identity and academic success. The study was in response to concern over declining student achievement. In a coastal village and two schools in the provincial capital, informal interviews were conducted with elementary and high school students (grade 6 and 10 graduates), parents, teachers, administrators, and board members; structured group and individual interviews were conducted with 38 high school students at various achievement levels; high school students were observed within and outside school over 7 months; and a questionnaire was administered to 320 secondary school students. Results indicate that a critical mass of students who felt they would return to their villages on graduation preferred social experiences in town and school over academic success, and valued a village-based identity within the student culture. These students policed their peers for signs of Western-based identities and unacceptable levels of academic effort. This anti-academic culture posed dilemmas for higher-achieving students, many of whom curtailed their own academic efforts and hid their aspiration to a job in the "modern" economy. Contains 20 references. (MSE)

ED 425 637 FL 025 449

Pienemann, Manfred
Second Language Acquisition: A First Introduction. ASLA Australian Studies in Language Acquisition No. 2.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); Educational Objectives; *Error Correction; Foreign Countries; Grammar; *Interlanguage; Language Research; Learning Processes; *Second Language Learning; *Second Languages; *Transfer of Training
IDENTIFIERS- Australia

This introduction to second language learning is intended to teachers themselves. For this reason interviews and questionnaires were used to elicit teachers' perspectives and to gain demographic information about this understudied population. The interviews and questionnaires elicited information on who the teachers are (e.g., native language, highest level of education), on their professional experiences, and on what they thought new TWI teachers should know. (Author/VWL)

ED 425 657 FL 025 637

Leloup, Jean; Ponterio, Robert
Meeting the National Standards: Now What Do I Do? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; This digest is condensed from an article published in A. Vogely (Ed.), "Celebrating Languages; Opening All Minds!" (pp. 43-50). NYSAFLT Annual Meeting Series 14.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; Curriculum Design; Educational Technology; Elementary Secondary Education; Interdisciplinary Approach; Lesson Plans; *National Standards; Second Language Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests; *National Standards for Foreign Language Learning

This digest provides a basic introduction to the national standards in foreign language learning, essentially a set of content standards that define what students should know and be able to do in foreign language instruction in a K-12 sequence. First, background on the development of the standards is provided, and a description of the standards' basic purpose is outlined. The second section discusses the standards' organization around five main goals: communication, cultures, connections, comparisons, and communities. The eleven standards distributed among these goal categories are the content standards that ostensibly give foreign language students "the powerful key to successful communication: knowing how, when, and why to say what to whom." The third section provides some detail on what the standards mean for foreign language educators at state and local levels, with particular attention to curriculum design and lesson planning. Finally, an illustration is given of how interdisciplinary lessons, the use of technology, and community resources can be woven together to create an exciting and comprehensive project that addresses all the national standards. (VWL)

ED 425 658 FL 025 638

Knutson, Elizabeth M.
Reading with a Purpose: Communicative Reading Tasks for the Foreign Language Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Administration; *College Faculty; *College Instruction; Educational Finance; Educational Technology; *Educational Trends; *Higher Education; Outcomes of Education; Strategic Planning

This document consists of the ten consecutive issues of the "AAHE Bulletin" published during volume year 50. Issues of this bulletin present reports, reviews, and essays on issues concerning the advancement of higher education. Selected major articles in these ten issues include: "The Advancement of Teaching," an interview with Lee Shulman (Margaret A. Miller); "Think Twice and Businesslike about Distance Education" (Kenneth C. Green); "The Missing Step in Searches for Academic Administrators" (Steven M. Cahn); "Assessing with the Net" (Tracee Tyree); "Computers for Everyone," an interview with David G. Brown (Ted Marchese); "Feedback: How Learning Occurs" (Grant Wiggins); "Organizing for Learning: A New Imperative" (Peter T. Ewell); "Life After College: Employment, Further Education, Lifestyle for Recent Grads" (Colleen T. O'Brien); "The Principled Pursuit of Academic Integrity" (Donald L. McCabe, Gary Pavela); "Confessions of a Small-College President" (Albert Anderson); "Supporting the Individual and the Institution" (Margaret A. Miller); "Building on Progress" (Pat Hutchings); "How Colleges Evaluate Teaching: 1988 vs. 1998" (Peter Seldin); "Reversing the Telescope: Fitting Individual Tasks to Common Organizational Ends" (Ernest A. Lynton); "What Happened to CQI?" (Susan West Engelkemeyer); "Thinking Seriously about Paying for College: The Large Effects of a Little Thought" (George R. Goethals, Cynthia McPherson Frantz); "Learning Communities, the Wizard, and the Holy Grail" (John T. Masterson); "Reaping the Benefits: Defining the Public and Private Value of Going to College"; "Not-So-Distant Competitors: How New Providers Are Remaking the Postsecondary Marketplace" (Ted Marchese); "Turning Ideas into Expeditions: Expeditionary Strategy and Products for the Knowledge Age" (Donald M. Norris); "Post-Tenure Review: At the Crossroads of Accountability and Opportunity" (Christine M. Licata); "Taking Learning Seriously: AAHE's 53rd National Conference on Higher Education"; and "Models of Good Practice for Service-Learning Programs: What Can We Learn from 1,000 Faculty, 25,000 Students, and 27 Institutions Involved in Service?" (Mary Kay Schneider). (DB)

ED 425 678 HE 031 728

Khanna, Devki, Comp.; McCormick, Marcia, Comp.; Polliard, Judy, Comp.
Colleges and Universities. Education Digest, 1997-98.
PUB DATE- 98
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; *College Faculty; Community Colleges; *Degrees (Academic); *Educational Finance; *Enrollment; Enrollment trends; Fees; *Higher Education; In state Students; Out of State Students; Private Colleges; Public Colleges; Racial Differences; Sex Differences; State Colleges; State Universities; Tables (Data); Tuition
IDENTIFIERS- *Pennsylvania

This report provides statistical data on public and private higher education in Pennsylvania in 1997-98. Thirty-three tables and eight figures provide data on basic student charges (including data on tuition, room and board, in-state versus out-instructional designs for the use of CMC in the K-12 classroom. Volume 2, "Case Studies," gives an overview of the use of CMC in primary and secondary education, followed by case studies in social studies, math, and science. Also explored are the use of CMC with students with disabilities, the role of library media centers in the implementation of CMC, and the training of both teachers and students. Volume 3, "Teacher Education and Professional Development," looks at several facets of teachers' experiences in implementing technology and CMC for preservice and inservice teachers. Volume 4, 'Writing, Reading and Language Acquisition," targets teachers of reading, writing, and second language in primary and secondary schools; it is a compilation of case studies of successful distributed-learning programs and projects in various settings that provide concepts and practical models for application in a variety of classroom settings. (AEF)

ED 425 698 IR 018 956

Moving beyond Planning to Technology Implementation. Resource Manual. A Portfolio of Processes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 313p.; This document is comprised largely of pages photocopied from other documents, books, and journal articles--some figures, illustrations, and text may, therefore, reproduce poorly.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Managed Instruction; Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Information Literacy; *Information Technology; Integrated Learning Systems; Microcomputers; Professional Development; *Program Implementation; Strategic Planning

The goal of this technology implementation workshop is to provide education leaders with frameworks, models, and processes for decision making in relation to technology implementation issues. The workshop components are based on a systems view of implementation comprised of Human Capacity Building, Technical Infrastructure, Organizational Structures and Support, and Connections to Teaching and Learning. This participant manual will serve as a portfolio for individuals to experience and collect frameworks, processes, and strategies that can be utilized in their respective education systems. Section 1: contains 11 articles on classroom and system technology. Section 2: contains seven articles on organizational structures and support. Section 3: contains articles on human infrastructure, including rubrics for information literacy, teacher knowledge base standards, and professional development. Section 4: contains six articles on planning and implementing the technical infrastructure. Section 5: contains information on new educational software. (DLS)

ED 425 699 IR 018 957

Regional Technology Planning Workshop. Resource Manual, 1997.
SPONS. AGENCY- Office of Educational Research and Improvement

Development of a Real-Time Intelligent Network Environment.
PUB DATE- 98
NOTE- 9p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Algorithms; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Networks; Computer System Design; Drills (Practice); Educational Technology; *Expert Systems; *Individualized Instruction; Information Networks; Instructional Materials; Models; *Student Evaluation
IDENTIFIERS- *Performance Analysis

This paper presents a model of an intelligent computer network that provides real-time evaluation of students' performance by incorporating intelligence into the application layer protocol. Specially designed drills allow students to independently solve a number of problems based on current lecture material; students are switched to the most appropriate assignment level (regular, advanced, or simplified) based on computer evaluation of performance. The state of each network is defined as a function of a student's performance during the course of the drill. The analysis of a state of the nodes in real-time permits algorithmic reconfiguration of the network resources. As a consequence of this reconfiguration, the instructor will monitor only those students who are behind the schedule. This, in turn, allows the instructor to concentrate on the analysis of the students' problems and the ability to provide real-time help rather than attempting to identify those students who are experiencing difficulty. Figures present the matrix of student performance, graphs of a students' performance and overall class performance, and the algorithm of real-time performance analysis. (AEF)

ED 425 716 IR 019 204

Harris, James K.
Serving Grades Over the Internet.
PUB DATE- 98
NOTE- 11p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Records; Class Rank; *Computer Managed Instruction; *Computer Software Development; *Computer Uses in Education; *Grades (Scholastic); Higher Education; *Internet; Programming; Screen Design (Computers); Spreadsheets; Student Attitudes
IDENTIFIERS- Microsoft Excel; Web Sites

This paper demonstrates a grade server that allows college students to access their grades over the Internet from the instructor's home page. Using a CGI (common gateway interface) program written in Visual Basic, the grades are read directly from an Excel spreadsheet and presented to the requester after

Transforming Lives, Transforming Communities: Conceptual Framework for Further Education Curriculum.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Development; *Community Education; Curriculum; *Educational Objectives; Educational Practices; Educational Theories; Foreign Countries; *Individual Development; Lifelong Learning; Models; Theory Practice Relationship
IDENTIFIERS- *Australia

A new conceptual framework for further education has been developed as part of the reforms currently being undertaken by Australia's Adult, Community, and Further Education Board. Four key principles underpin the curriculum framework: multiplicity, connectedness, critical intelligence, and transformation. According to the framework, educational practices are central to realizing the lifelong learning goals and further education values embedded in the four principles. The framework is based on a definition of "outcomes" that includes knowledge and understanding along with behavior and skills, and it was developed with consideration for key political and economic, scientific and technological, cultural, justice, work, governance, demographic, and regional issues currently facing Australia. The curriculum design model has been characterized as follows: a "package deal" that fuses frequently isolated curriculum aspects (practices, outcomes, recognition, and pathways) to create an integrated, rich learning experience; a model that is open, inclusive, and enduring, as well as responsive and dynamic; a "devolution of power" model that affirms the central significance of teachers, learners, and coordinators in localizing and negotiating learning to achieve tailored, good-quality learning outcomes; and a model incorporating lifelong learning. (Appended are a list of factors influencing the frameworks evolution and acknowledgments. Contains 97 references.) (MN)

ED 425 278 CE 077 456

Vocational Education and Training Opportunities for Adult VCE Students.
SPONS. AGENCY- Victoria Office of Training and Further Education, Melbourne (Australia).; Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Administrator Attitudes; *Adult Students; Annotated Bibliographies; Delivery Systems; Education Work Relationship; *Educational Attitudes; *Educational Demand; Educational Needs; Educational Opportunities; Experiential Learning; Foreign Countries; General Education; Graduate Surveys; *High School Equivalency Programs; Literature Reviews; Models; Needs Assessment; Participation; Postsecondary Education; Professional Development; State Surveys; Student Attitudes; Student Characteristics; Student Educational Objectives; Teacher Attitudes; Teacher Improvement; *Vocational Education
IDENTIFIERS- *Australia (Victoria); *TAFE (Australia)

Stress Management; *Teamwork; *Work Attitudes
IDENTIFIERS- *Customer Services

This curriculum guide provides materials for a six-session, site-specific training course in customer service and team problem solving for the Claretian Medical Center. The course outline is followed the six lesson plans. Components of each lesson plan include a list of objectives, an outline of activities and discussion topics for the lesson, homework, and any handouts or worksheets. Session topics are as follows: (1) customer service versus customer satisfaction, good versus poor customer satisfaction, personal and organizational benefits from customer satisfaction, Claretian case studies, and job behaviors; (2) good versus poor attributes of customer service, positive and negative outcomes of Claretian case studies, dealing with difficult people, taking things professionally versus personally, and burnout; (3) internal versus external customer service, team problem solving, conflict management styles, and brainstorming and problem solving; (4) upset versus difficult people, reasons customers get upset, and calming upset customers; (5) words/statements that make a difference, effective techniques when working with difficult customers, and telephone techniques that foster customer satisfaction; and (6) suggestions for organizational change and self reflection and evaluation of training outcomes. Appendixes include sources for optional activities, 10 references, and handouts. (YLB)

ED 425 297 CE 077 528

Lehrer, Henry R., Ed.
Collegiate Aviation Review.
PUB DATE- 97
NOTE- 67p.; Papers presented at the Fall Education Conference of the University Aviation Association (Dallas, TX, September 24-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Aviation Education; *Aviation Technology; Educational Needs; Educational Practices; Educational Technology; Employment Qualifications; Higher Education; International Organizations; *Job Training; Meteorology; Organizational Development; Professional Continuing Education; Public Policy; *Technical Education; Theory Practice Relationship; Training Methods
IDENTIFIERS- Functionalism

This document contains five research papers devoted to aviation education and training. The first paper, "An Examination of the U.S. Airline Policy Regarding Child Restraint Systems" (Larry Carstenson, Donald Sluti, and Jacqueline Luedtke), examines communication of airline policy from airline management to airline personnel to the traveling public. Methods of training pilots in Crew Resource Management (CRM) are examined in "Advanced Qualification Training: A Study of Implementation of CRM into Airline Training" (Roger C. Matteson). "The Theory of Functionalism and the International Civil Aviation Organization (ICAO): An Analytical Assessment after the First Fifty Years" (Isaac Richmond Nettey) explores whether functionalist predictions will ever be validated by a transfer of allegiance from nation states to the ICAO. The effectiveness of computer technology in aviation meteorology classrooms was examined in a study reported in "Student Performance in a Technology-Enhanced Aviation Meteorology Course" (Michael R. Witiw, Kathleen Kelly-Benjamin). "Educational Requirements for a Career in Airline

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Cooperative Learning; Educational Planning; Evaluation Methods; Inplant Programs; Literacy Education; Models; Needs Assessment; *Problem Solving; Program Development; Program Evaluation; Program Implementation; Staff Development; *Team Training; *Workplace Literacy
IDENTIFIERS- *Continuous Improvement

This guidebook presents a collaborative or team-based model of workplace basic education. It is written particularly for practitioners--the adult educators and company and union representatives who do the work of planning, carrying out, and evaluating basic skills-related activities in the workplace. Chapter 1 provides background, assumptions that guided design of the 3-year workplace education project in seven workplaces in upstate New York, and components of the Collaborative Learning for Continuous Improvement (CLCI) project model: initial discussion; educational planning team; workplace needs assessment; individual needs assessments; basic skills-related activities; staff development; program evaluation planning; activities scheduling and facilities preparation; learner recruitment; implementation of instructional, assessment, and program evaluation activities; formative evaluation; and end-of-cycle evaluation. The remainder of the guidebook describes how the sites actually interpreted the model. Chapters 2-7 describe how the sites implemented the various program components and the lessons learned from that experience. These chapters cover the following: (1) the educational planning team; (2) workplace needs assessment; (3) curriculum: providing multiple learning opportunities; (4) portfolio assessment; (5) program evaluation; and (6) the central planning team. Chapter 8 provides bibliographic information and descriptions of 34 reference materials related to topics covered. (YLB)

ED 425 316 CE 077 641

Manager's Informational Packet. Project VISIONS. National Workplace Skills Project. January 1, 1995-December 31, 1998.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Adult Education; Basic Skills; *Employer Attitudes; *Employer Employee Relationship; Skill Development; *Supervisors; Teaching Methods; *Workplace Literacy

This packet of information was developed to be distributed as an informational referral tool for a workplace literacy project following an oral presentation by project staff. It includes the following sections: a managers' checklist; questions managers ask; manager's survey; information about workplace literacy; characteristics of work-based instruction; benefits of workplace literacy instruction to businesses and to workers; information about the Visions project; information about task analysis; literacy audits; and evaluation instruments (with examples). (KC) reauthorize adult education and literacy programs; make employment service/job service activities become part of the "one-stop" system and establish a national employment statistics initiative; reauthorize Rehabilitation Act programs and link the programs to state and local work force development systems; and authorize state unified plans and incentive grants for work force development programs. Discussed in the document's remaining sections are the following: the new work force preparation and employment system's key features ("customer focus," "one-stop" approach, empowerment through training accounts, accountability); eligibility and service requirements affecting adults, dislocated workers, and youth served by the system; design and management of the new system (state and local work force investment boards, youth councils); funding; and implementation. Appended is a detailed comparison of the provisions of the Job Training Partnership Act and the Workforce Investment Act of 1998. (MN)

ED 425 335 CE 077 712

Kerka, Sandra
Extension Today and Tomorrow. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Delivery Systems; *Educational Objectives; Educational Practices; *Educational Trends; *Extension Education; *Organizational Development; Role of Education; Trend Analysis
IDENTIFIERS- *Cooperative Extension Service

The federal Cooperative Extension Service (CES) began more than 80 years ago as a way to disseminate agricultural research and information through land-grant universities. Today, extension education is evolving to meet the demands of diversity, technology, and new ways of working and learning. Diversity is one of the core values of the CES's strategic plan for the 21st century, and many extension educators are focusing on serving diverse audiences with expanded programming and recruiting, and hiring diverse staff. Nevertheless, urban residents, youth, and low income groups remain least likely to be aware of or use extension services. Technology as a delivery method and access to technology for critical information needs are key issues affecting society. Extension educators have recognized the value of distance delivery of educational programming, and they are exploring new ways to make extension a participatory learning organization and to provide leadership for the development of learning communities. By responding to the contemporary issues of diversity, technology, and community building, extension can enhance the relevance of its traditional focus on quality of life and critical issues affecting daily living. (An annotated bibliography contains 18 references.) (MN)

ED 425 336 CE 077 713

Imel, Susan
Using Adult Learning Principles in Adult Basic and Literacy Education. Practice Application Brief.

regular youth jobs because WBL is intentionally structured to promote learning by linking work with school. Five main purposes of WBL have been identified: enhancing students' motivation and academic achievement; increasing personal and social competence related to work in general; fostering a broad understanding of an occupation or industry; providing career exploration and planning; and imparting knowledge or skills related to employment in particular occupations or more generic work competencies. The key structural dimensions for delivering WBL are as follows: location (on campus or off); supervision (teachers or employers); time (during or after school hours); compensation (pay or school credit); and participation (individually or in groups). A recent study of students' WBL experiences outlined three aspects of the workplace learning environment that should be considered when assessing the quality of teaching and learning at work: types of tasks students perform and the social context in which those tasks are established, accomplished, and processed; influence of the community of practice (how it teaches students what they need to know and how it defines the student's role); and worksite pedagogy (the training philosophy and practices for promoting learning at work). (Contains 33 references) (MN)

ED 425 353 CE 077 788

Ballinger, Ronda; Gee, Mary Kay
Let's Get to Work...
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Employment Interviews; *Employment Potential; Employment Qualifications; Job Applicants; Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; *Resumes (Personal); *Teaching Methods; Workplace Literacy

This instructor's guide contains six modules designed to help teach learners to prepare for, find, and be successful on a job. The modules include the following components: module overview, student outcome, purpose, introduction, icebreaker, background information, application activity, wrap-up, and handouts. The modules cover the following topics: (1) "Are You Ready to Go Global?"; (2) "To Be...or Not to Be...Employable!"; (3) "Sizing Yourself Up--Your Personal Inventory"; (4) "Resumes: The Good, the Bad, and the Useless!"; (5) "Ace That Interview!"; and (6) "New Kid on the Block: First Year on the Job." (KC)

ED 425 354 CE 077 794

Marquardt, Michael J.; Kearsley, Greg
Technology-Based Learning. Maximizing Human Performance and Corporate Success.
PUB DATE- 99
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Audiovisual Instruction; Closed Circuit Television; Computer Networks; Computer Oriented

for the Youth Summit. Ideas that identify and propose solutions and action steps to address the multiple problems of violence by and against youth are compiled in this booklet, as part of the third Youth for Justice project. The first section, "Youth for Justice Works! Impact of Youth for Justice Projects" presents complete problem solutions by student teams on site in two middle schools. Other sections are arranged by themes and contain lists of ideas submitted by teams from several schools working together at the summit. Themes include: (1) Conflicts and Abuse; (2) Violence; (3) Peer Pressure and Cliques; (4) Substance Abuse; (5) Personal Problems and School Problems; and (6) Crime, Gangs, and Guns. The Willetts Middle School Youth for Justice Survey is appended. Participants, planning committee, and others who contributed are listed. The booklet includes photographs of teams who attended the conference. (EMK)

ED 425 374 CG 028 921

van Laar, Colette; Weiner, Bernard
Attributions and Expectancies as Determinants of Achievement in Black Students.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150).
DESCRIPTORS- Academic Achievement; Activism; Attribution Theory; *Black Achievement; Black Students; *College Students; *Economic Opportunities; *Expectation; Higher Education; Locus of Control; Motivation; *Self Esteem
IDENTIFIERS- *African Americans

Using an attributional framework, the study examined college students' (N=529) expectations of their future economic outcomes and the role they perceived that discrimination would play in determining these outcomes. Expectancies for self, locus of causality for outcomes, self-esteem, locus of causality for failure, locus of causality for success, academic motivation, and group activism were measured; an ANOVA was conducted. Results are presented and discussed. It was found that early in college African Americans have higher expectancies than other students, but that these expectancies decline during college. At the same time that expectancies decline, African Americans' self-esteem does not decline. There is a dissociation, such that self-esteem is less related to expectancies for Black than for White students. The decline can be accounted for by African Americans' increasing external attributions for their future outcomes: their pessimism about being able to overcome the barriers faced by African Americans. Further analyses show that when these external attributions for failure are combined with internal attributions for success, they are associated with high achievement motivation and high group activism. (EMK)

ED 425 375 CG 028 922

van Laar, Colette
Declining Expectancies in African American College Students: The Influences of Attributions and Self-Esteem across the College Years.
PUB DATE- 97
NOTE- 53p.; Paper presented at the Annual Convention of the

code of ethics for the profession, and a program approval process for graduate programs in dance and movement therapy. Education and training for dance and movement therapy is compatible with programs in counseling and psychology. Increasingly, dance and movement therapists are becoming certified and licensed as counselors, psychologists, and social workers. Thus dance and movement therapy provides an exciting career opportunity for those interested in dance and the helping professions. Contains 16 references. (Author/EMK)

ED 425 394 CG 028 959

Miller, Thomas W.
Telehealth: New Directions and Technology for Health Care Delivery in the Schools.
PUB DATE- 98
NOTE- 17p.; Symposium presentation for the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Confidentiality; Elementary Secondary Education; Health Education; Interactive Television; Interactive Video; *Medical Services; Patient Education; *Psychotherapy; *Rural Areas; Rural Schools; *Telecommunications; Teleconferencing
IDENTIFIERS- *Kentucky; *Telehealth; Telepsychology

Advances in technology and health care delivery have included the use of telemedicine and telepsychology for crisis intervention, assessment, treatment, and education of patients. The use of telemedicine and telepsychology is examined for a variety of health care services to rural America. Telehealth has been considered a partial solution to the problems of delivering health care to remote and underserved areas. New systems of managed care have recognized that unequal geographic distribution of health care resources and the need for cost-effective health care provision necessitates new models for assessment, treatment, prevention, and consultation. Telehealth is defined, and models for telehealth are presented. Satellite transmission is at the cutting edge of telehealth; clinical applications are listed. The application of technology advances to the interface of education and healthcare is discussed. Changing patterns of school health care delivery are summarized. A program for "Rural Utilities Services-Distance Learning and Telehealth applications to school districts" in rural Kentucky is described. Issues of confidentiality and service provision to be addressed are listed; these are especially important for telehealth applications in psychotherapy. (EMK)

ED 425 395 CG 028 960

Ng, Kit S., Ed.
Counseling Asian Families from a Systems Perspective. The Family Psychology and Counseling Series.
PUB DATE- 99
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Developed by a team of teachers, parents, school board members, community representatives, patrons, and Idaho State Department of Education specialists, this skill-based scope and sequence guide suggests target skills and offers sample assessment methods for use in reading instruction by teachers of grades K-6. The guide's purpose is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. The guide lists processes for each skill, thinking levels for each skill, and application of the same three thinking levels to the assessment method. (CR)

ED 425 415 CS 013 301

Spelling, Grades 1-6: Skills-Based Scope and Sequence Guide. Target Skills & Sample Assessment Methods.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabetizing Skills; Capitalization (Alphabetic); Classroom Techniques; *Curriculum Development; Elementary Education; *Elementary School Curriculum; Instructional Improvement; Learning Strategies; Spelling; *Spelling Instruction; State Curriculum Guides; Student Evaluation; Suffixes; Teacher Developed Materials; *Word Lists
IDENTIFIERS- Dictionary Skills; Idaho; Scope and Sequence

Developed by a team of teachers, parents, school board members, community representatives, patrons, and Idaho State Department of Education specialists, this skills-based scope and sequence guide is organized around a suggested list of spelling skills for the use of teachers of grades 1-6. The guide's purpose is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. The guide includes sample assessment methods. The guide lists processes for each skill, thinking levels for each skill, and application of the same three thinking levels to the assessment method. (CR)

ED 425 416 CS 013 302

Hall, Nigel, Ed.
The National Literacy Trust's Guide to Books on Literacy Published during 1995.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Childrens Writing; Elementary Secondary Education; Family Role; Foreign Countries; *Libraries; *Literacy; Multicultural Education; *Reading Instruction; Student Evaluation; *Writing Instruction

This 127-item annotated bibliography contains books on literacy primarily published in the United Kingdom in 1995. In addition to an annotation, each entry provides author's name, full title, number of pages, place of publication and publisher, and ISBN number and price for both hardback and paperback editions when applicable. The bibliography is divided into sections on non-educational books about literacy; reference books about literacy; and educational books about literacy. The latter section is divided into: (1) general books; (2) reading; (3)

NAEP 1994 Reading State Report for Idaho. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 38p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Idaho; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. The state of Idaho did not meet minimum school participation guidelines for public schools; therefore only results for Idaho's nonpublic schools are reported. This report describes the reading proficiency of Idaho fourth-graders in nonpublic schools and compares their overall performance to students in nonpublic schools of the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of nonpublic school fourth-grade students in Idaho on the NAEP reading scale was 218 compared to a score of 231 for nonpublic school students nationwide. (SR)

ED 425 433 CS 013 323

NAEP 1994 Reading State Report for Indiana. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the

NAEP 1994 Reading State Report for New Jersey. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Jersey; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New Jersey, 2,509 students in 96 public schools and 379 students in 17 non-public schools were assessed. This report describes the reading proficiency of New Jersey fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in New Jersey on the NAEP reading scale was 219 compared to 212 nationwide. (NKA)

ED 425 447 CS 013 337

NAEP 1994 Reading State Report for New Mexico. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity

(DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Wisconsin

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Wisconsin, 2,331 students in 91 public schools were assessed. This report describes the reading proficiency of Wisconsin fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Wisconsin on the NAEP reading scale was 224 compared to 212 nationwide. (SR)

ED 425 461 CS 013 351

NAEP 1994 Reading State Report for Wyoming. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State

(Deborah S. Bosley); "Integrating Image Restoration Rhetoric into Professional Writing Courses" (Gwendolyn Gong); and "Restructuring Our Undergraduate Programs: Internationalizing Our Curricula" (Herb Smith). Appendixes contain a list of conferees; a list of annual meetings, sites, and dates; a list of previously published CPTSC documents; and lists of CPTSC officers and members. (RS)

ED 425 478 CS 509 936

Rolls, Judith A.
Implications of Canadian Hiring Policies on the Development of Speech Communication Programs in Canada.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998). This paper is part of a previously published article titled "Communication Pedagogy: What's Typical across Canada and Unique at the University College of Cape Breton."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Practices; Foreign Countries; Higher Education; *Program Development; *Speech Communication; Speech Curriculum
IDENTIFIERS- *Canada; Faculty Attitudes; Implications

This paper aims to show how Canadian hiring policies affect, and actually impede, the creation and maintenance of "speech" communication programs in Canada. The paper notes that when Canadians think "communication" they think media or mass communication--which makes sense since few Canadian universities teach courses in speech communication, or even know what they are. The paper first gives an overview of the Canadian perspective, then follows with an explanation of Canadian hiring policies and how they impact the establishment and development of communication departments. Finally, the paper discusses implications for speech communication departments, for example, the possibility of relocating speech communication courses to business administration programs, and concludes that the future is bleak for the development of speech communication courses and programs in Canada. (NKA)

ED 425 479 CS 509 937

Rolls, Judith A.
Changing Hats: Juggling the Demands of Academe and Consulting/Training.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Communication (Thought Transfer); *Consultants; Foreign Countries; Higher Education; Training
IDENTIFIERS- Academic Community; Consultant Role; Faculty Attitudes; Practitioners

After noting that consulting opportunities abound for accountability and professional development in site-based management. The methodology included the development and administration of the Teacher Professional Development and Accountability Questionnaire. Dimensions in the questionnaire were derived from policy documents on accountability and professional development issued to all schools by the Department of Education in Western Australia. The resulting dimensions centered on the self-managing school, performance management, system-oriented professional development, school-oriented professional development, professional attitudes and values, collegiality and collaboration, and responsibility for professional growth. The final instrument had 72 items and was administered in 10 secondary schools to 279 teachers. Results were grouped around the instrument's five dimensions. For site-based management, 89 percent of the teachers claimed that central-office policies strongly influenced school operations. Regarding performance management, teachers did not perceive it as intended in the policy. For provision of system-oriented professional development, 82 percent believed that recent professional development activities were foisted on them by the central office, and 61 percent believed that organizational matters, rather than educational matters, dominated professional development. Some 85 percent believed that professional growth is dependent on improvement in knowledge and skills in the classroom. (Contains 13 references, 26 figures, and 1 table.) (RJM)

ED 425 498 EA 029 281

Howell, Penny
Understanding School Budgets: As Simple as 1,2,3.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgets; Elementary Secondary Education; Expenditures; Program Budgeting; *School District Spending
IDENTIFIERS- California

A school budget is a planning document that links financial decisions to educational policy. This booklet is a brief overview of how such budgets are derived in California. It is intended for new administrators, school board members, and interested teachers, parents, and community members who wish to learn about school budgeting and become more effective participants in finance-related decisions. It is a guide for understanding the content of budgets, the flow of the budget process, and the management of budgets. It describes what a budget looks like, detailing how fund accounting is the foundation for school budgeting. The topics covered are: the line-item budget; program budgets, with a look at budget priorities; state-reporting forms, which can provide a basis for comparison; components of the new standardized account code structure; the criteria and standards for reviewing school district budgets, which include a sample midyear budget report and a budget calendar; building the budget; projecting revenues; estimating expenditures; understanding how budgets are linked to educational decisions; school-site budgeting; monitoring the budget; how an average district devises its concrete experience (problem finding), reflective observation (question asking), abstract conceptualization (answer seeking), and active experimentation (portrayal of knowledge). The second part of the paper asks the question, "Is it fair or ethical to attempt to balance needs when planning for professional development?" The paper explains and challenges John Adair's set of three overlapping circles, (team, school, individual) as a means of initiating discussion about fairness when attempting to distribute professional development. Orthodox management of balancing needs is offered as an alternative approach. In part 3, the author encourages educational professionals to make their own suggestions for strategies for continuous professional development in busy schools. (JMD)

ED 425 516 EA 029 479

Duncan, P. Kay; Rathmel, Karen
Women Administrators and Qualities of Success: A Newly Defined Partnership.
PUB DATE- 95
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Effectiveness; Elementary Secondary Education; Females; Role Perception; Success; *Superintendents; *Women Administrators
IDENTIFIERS- Gender Issues

Ways in which women practice power in the central office and the perceptions of those practices are explored in this study. The paper raises the questions: "How can a woman be perceived as successful in a central-office administrative position?" "How is success defined by those with whom she works?" and "What do her colleagues accept as successful behaviors, attitudes, and actions?" After a review of success and socialization issues, the study methodology is explained. Data were collected in two school districts in two midwestern U.S. cities. The subjects included five women who are central-office administrators but are not superintendents. To secure data, open-ended interviews and "non-interviews" were combined with information secured from the women's coworkers. The results suggest that the collaborative, consensus-building process typical of these women was valued by most of the respondents. The women placed importance on outcomes secured as a result of one's efforts, and all agreed that having good interpersonal skills was essential. It was found that upper echelon women administrators were more likely to be accepted in districts where the superintendent delegated full organizational power to the women. Other findings are reported. (RJM)

ED 425 517 EA 029 481

Keyes, Maureen W.; Hanley-Maxwell, Cheryl; Capper, Colleen A.
Spirituality as Core: Leadership within an Inclusive Elementary School.
PUB DATE- 98
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

and sources, while the last two chapters address the writing of funding proposals and evaluation plans and the means of sharing information, publicity, and training. Nearly 100 pages of resources needed to create a full-service school follow. These include needs assessment forms, interagency agreements, program-evaluation tools, facilities, criteria funding sources, family-service coordination plans, and a 174-item annotated bibliography, index, and glossary. Templates of survey forms, sample agreements, and other program tools are also available on disk. (JMD)

ED 425 536 EA 029 510

Macmillan, Robert B.
Parental Involvement and Governance: The Reconstruction of the "Community School."
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Schools; Educational Change; Elementary Secondary Education; Foreign Countries; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Program Evaluation; Rural Education; School Administration; School Community Relationship
IDENTIFIERS- Nova Scotia; School Community Councils

This report focuses on one Nova Scotian community's efforts to maintain its school's existence in the face of service centralization. The paper focuses on the community's efforts to save the school from downsizing or closure. In spring 1994, the Nova Scotia government passed legislation allowing for the creation of school councils. Subsequently, a study was undertaken to analyze the site-based management districts that were set up because of this legislation. The text analyzes the Sannox Consolidated School district, a rural community in Nova Scotia. The efforts to increase parent participation in the governance of the school and the attendant tensions that developed between parents and teachers due to that involvement are discussed. The parents' new role is described in three stages: the increasing awareness by parents and teachers of their new place in the system, the cautious cooperation that evolved following this awareness, and the shared commitment to improve the school and preserve it as a community resource once these new roles were understood. (RJM)

ED 425 537 EA 029 511

Dixon, Patricia J.; Spiegel, Samuel A.; Papagiannis, George J.
The Science Research Institution: A New Model for Educational Reform through Community Involvement.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Innovation; Elementary Secondary Education; Program Effectiveness; Program Evaluation; *School Community Relationship; *Science Education
IDENTIFIERS- *National High Magnetic Field Laboratory

This study examined the educational outreach efforts of the

ED 425 558 EC 306 220

Managed Care and Long-Term Services for People with Mental Retardation. ARC Q&A.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Cost Effectiveness; *Delivery Systems; Government Role; *Health Maintenance Organizations; *Health Services; *Long Range Planning; Medical Services; *Mental Retardation; Models

This fact sheet uses a question-and-answer format to summarize issues related to managed care and long-term services for people with mental retardation. Questions and answers address the following topics: the evolving concept of "managed care"; the application of managed care to provide cost-efficient long-term services for people with mental retardation; how a managed care model might be utilized to provide long-term services; how managed care may affect long-term services for people with mental retardation; concerns that principles of consumer and family direction may be compromised; the role of the states in the delivery of managed care services; potential problems in managed long-term care services (such as a decline in use of needed specialist services); ways in which managed care might result in a better quality service system; and the role of consumers and advocates in managed care services. (DB)

ED 425 559 EC 306 221

Prevention of Neural Tube Defects. ARC Q&A #101-45.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Congenital Impairments; Incidence; *Neurological Impairments; Nutrition; Pregnancy; Prenatal Influences; *Prevention; *Spina Bifida
IDENTIFIERS- *Anencephaly; *Folic Acid Deficiency

This fact sheet uses a question-and-answer format to summarize issues related to the prevention of neural tube defects. Questions and answers address the following topics: what neural tube defects are and the most common types (spina bifida and anencephaly); occurrence of neural tube defects during the first month of pregnancy; the frequency of neural tube defects (about 2,500 each year in the United States); prevention of a neural tube defect pregnancy through the consumption of folic acid before and during pregnancy; foods which contain folic acid; people at greater risk of having low folic acid levels (smokers and users of alcohol/drugs); recommendations for folic acid supplementation for women of child-bearing age; the special importance of folic acid for women who have already had a pregnancy affected by neural tube defects; other possible causes of neural tube defects; and prenatal screening to detect neural tube defects. (DB)

Special Educational Needs in the Early Years. Teaching and Learning in the First Three Years of School.
PUB DATE- 98
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Child Development; *Curriculum Development; *Disabilities; Early Childhood Education; *Early Intervention; Emotional Disturbances; *Etiology; Hearing Impairments; Mental Retardation; Parent School Relationship; *Parent Teacher Cooperation; Prevention; Research and Development; *Special Education; Teacher Collaboration; Teaching Methods; Teamwork; Theory Practice Relationship; Visual Impairments; Young Children

Designed for early years' teachers and trainee teachers, this volume adopts a holistic approach and focuses on the child with special educational needs as an active learner, rather than on how to cope with a disability. It emphasizes that young children with special needs can be very active learners when provided with environments that encourage alternative ways to explore and experience the worlds around them. Specifically, the book addresses: (1) establishing a theoretical framework for understanding and working with young children with special needs; (2) presenting some of the major issues and concerns related to atypical development, including sensory, physical and neurological concerns, and social/emotional, speech/language, and cognitive concerns; (3) emphasizing the importance of the intervention team, including the home-school partnership and professional-home-school links; (4) viewing the child as an individual and how to make the learning environment accessible; and (5) providing for the professional development of teachers. Case-study examples are used throughout the book to illustrate different methods of intervention and relate relevant research and theory to actual practice. (Contains approximately 200 references.) (CR)

ED 425 579 EC 306 841

Wehmeyer, Michael L., Ed.; Sands, Deanna J., Ed.
Making It Happen: Student Involvement in Education Planning, Decision Making, and Instruction.
PUB DATE- 98
NOTE- 414p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Disabilities; *Educational Planning; Educational Strategies; Individualized Education Programs; Learning Strategies; Personal Autonomy; Secondary Education; *Self Advocacy; *Self Determination; Self Management; Self Motivation; *Student Participation; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

This book provides teachers and other practitioners with a variety of procedures and materials to help students with

Output Analysis; *Outcomes of Education; Parent Participation; *School Effectiveness; Special Education; State Programs; State Standards; *Student Participation
IDENTIFIERS- Alternative Assessment; *Testing Accommodations (Disabilities)

This report summarizes states' current policies on the participation of students with disabilities in large-scale assessment and the accommodations available for these students. Among the generalizations from these summaries are (1) state participation and accommodation policies change frequently; (2) for participation decisions, state policies often rely on the Individualized Education Program team and the involvement of parents; (3) many policies indicate that states have begun to offer partial participation in the testing or alternate assessment for students with disabilities; (4) testing accommodations have become very common, with nearly every state with a policy offering some accommodations; (5) the most commonly offered accommodations include Braille or large-print editions of tests, the use of a proctor or scribe, extended time, and allowing for individual or small group administration of assessments; and (6) the most controversial accommodations (i.e., offered by some states and prohibited by others), include reading a test aloud and use of calculators. States that offer both norm-referenced tests and criterion-referenced tests will generally offer more accommodations in the criterion-referenced tests than in their norm-referenced tests. The accommodations available for these types of tests are most similar for setting accommodations (e.g., administering an assessment individually, in small groups, or in an alternate location). (Contains 64 references.) (Author/CR)

ED 425 596 EC 306 937

Ysseldyke, James; Nelson, J. Ruth
Enhancing Communication: Desirable Characteristics for State and School District Educational Accountability Reports. Synthesis Report 30.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; *Accountability; *Disabilities; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Input Output Analysis; *Outcomes of Education; School Effectiveness; Student Participation; *Technical Writing

Based on an extensive analysis of the characteristics of 113 accountability reports from 32 state education agencies, a study group convened to develop a list of necessary, desirable, and succinct characteristics of good state and district educational accountability reports. This report discusses the recommendations of the study group. Desirable characteristics were identified for both content and format, such as: (1) be clear about who the report is directed to, the intended purposes of the report, and the state's conceptual model for its accountability system; (2) be comprehensive yet concise in the reporting of inputs, processes, and results for students, especially students with disabilities; (3) provide comparative information with changes over time between schools, districts, states, regions, or standards; (4) ensure reports are concise or contain carefully chosen indicators so that no more

Conservation; (8) Preventive Maintenance; (9) Role of the Teacher; (10) Transportation Energy Conservation; (11) Public Utilities: Demand Side Management; (12) Building Life Cycle Cost; (13) In-house Incentives Program; and (14) Available Resources. Part 15 includes a glossary of commonly used energy terms and four appendices which describe data collection; operations and maintenance audits; transportation energy conservation checklist; and performance contracting. (JM)

ED 425 615 EF 005 108

D.C. Public School 1997 Repair Program and Facilities Master Plan. Hearing before the Subcommittee on the District of Columbia of the Committee on Government Reform and Oversight. House of Representatives. One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 179p.; Serial No.105-123.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Audits (Verification); Compliance (Legal); Construction (Process); *Educational Facilities Improvement; Elementary Secondary Education; Financial Problems; Hearings; Program Effectiveness; *Public Schools; *Repair; Roofing; School Safety
IDENTIFIERS- Congress 105th; *District of Columbia Public Schools

A Congressional hearing dealt with issues related to the repair program and facilities master plan of the District of Columbia Public Schools (DCPS). Opening remarks by Representative Thomas M. Davis outlined his concern over the delayed opening of the DCPS in the fall of 1997 because of uncompleted roof repairs, and the results from a performance audit of the DCPS under contract to the D.C. Control Board. Representative Eleanor Holmes Norton followed, stating her position on the issue of the D.C. Control Board coming to Congress for a legislative solution. The first panel to testify consisted of Mary Filardo, Director, 21st Century School Fund; William R. Lawson, Assistant Regional Administrator, Public Buildings Service, General Services Administration; and Jonathan Miller, Project Manager, Daniel, Mann, Johnson & Mendenhall Architects. The second panel to testify consisted of auditors that conducted a performance audit of the District school system: Andrew Brimmer, Chairman, D.C. Financial Responsibility and Management Assistance Authority; David Cotton, Cotton & Company; Ed Fritts, Senior Manager, Cotton & Company; and Marvin Allmond, Managing Partner, Allmond & Company. The final panel to testify included Anthony Williams, D.C. Chief Financial Officer; Ed Stephenson, Chief Financial Officer, DCPS; Dr. Bruce MacLaury, Chairman, DCPS Emergency Trustee Board; General Julius Becton, Chief Executive Officer, DCPS; and General Charles E. Williams, Chief Operating Officer, DCPS. The transcribed comments and prepared statements are supplemented by letters, statements, and other documents submitted for the record. (JM)

ED 425 616 EF 005 109

Reinvigorating Our Schools.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

provide language teachers with basic information on relevant principles and processes. After an introductory chapter, the second chapter looks at traditional beliefs about language learning, including those concerning transfer of first-language knowledge to the second language, the role of practice in language skill development, language content taught, error correction, and relative emphasis on grammar and communicative competence. The third chapter focuses on interlanguage, the process of construction of the target language in the learner's mind, and the stages of interlanguage development. A transcript of utterances (appended) provides concrete examples. Chapter four reviews research on the teachability of language content at various stages of second language learning, The final chapter draws conclusions for classroom practice. Contains 8 references. (MSE)

ED 425 638 FL 025 453

Fettes, Mark, Ed.; Bolduc, Suzanne, Ed.
Al lingva demokratio = Towards Linguistic Democracy = Vers la democratie linguistique, Proceedings of the Nitobe Symposium of International Organizations (Prague, Czech Republic, July 20-23, 1996).
PUB DATE- 98
NOTE- 201p.
LANGUAGE- English; Esperanto; French
EDRS Price- MF01/PC09 Plus Postage,
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Pluralism; *Esperanto; Foreign Countries; Futures (of Society); Global Approach; *International Cooperation; *Language Planning; *Language Role; Multilingualism; Policy Formation; Political Influences; *Public Policy; Trend Analysis; Uncommonly Taught Languages

The proceedings of a 1996 symposium organized in conjunction with the 81st World Esperanto Congress include papers and summaries of discussions concerning the relevance of Esperanto to contemporary international life. The papers and discussion transcripts are presented in their entirety in the language (Esperanto, English, or French) in which they were presented, and summaries of papers are presented in all three languages. The summaries are followed by a set of recommendations and the text of the Prague Manifesto of the Movement for the International Language Esperanto, an independent initiative. Paper topics include the history of the Esperanto movement, language policy and linguistic practice, international communication needs, linguistic diversity, multilingualism, less commonly taught languages, languages in global education, the power of Esperanto, language policy development, and the politics of Esperanto. (MSE)

ED 425 639 FL 025 470

Zoreda, Margaret Lee
Las multiples dimensiones del campo de lenguas extranjeras (The Multiple Dimensions of the Foreign Language Field).
PUB DATE- 98
NOTE- 14p.; Paper presented at the Meeting of Foreign Language Teachers of the Language Center (2nd, Itzacala, Mexico, June 17, 1998).
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communicative Competence (Languages); Curriculum Design; *Language Proficiency; *Reading Instruction; *Reading Skills; *Recreational Reading; *Second Language Instruction; Skill Development
IDENTIFIERS- ERIC Digests

In describing reading proficiency--the relative difficulty or ease that an individual reader experiences reading a particular text--researchers have recognized the importance of both text- and reader-based factors. This digest focuses on the factor of purpose, as determined by the reader or the instructional context. Having a purpose means having a reason to read and approaching a text with a particular goal in mind, whether that goal involves learning or entertainment. In both real-world and classroom situations, purpose affects the reader's motivation, interest, and manner of reading. The digest is organized under these headers: (1) pleasure reading in a foreign language; (2) the factor of interest; (3) reading purpose in the classroom and the concept of task; (4) textual analysis: working with meaning and form; (5) foreign language literacy and academic tasks; (6) pre-reading activities for the advanced level; (7) and uses of text across the curriculum. (Author/VWL)

ED 425 659 FL 801 181

Kambouri, Maria; Toutounji, Inji; Francis, Hazel
Where Next? Drop Out and Progression from ESOL Provision.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Adult Education; *Dropout Characteristics; *Dropout Rate; *English (Second Language); Foreign Countries; *Intensive Language Courses; Program Design; Second Language Instruction; *Second Language Programs; Student Attitudes; Student Characteristics; Student Educational Objectives; Surveys; Teacher Attitudes; *Withdrawal (Education)
IDENTIFIERS- England; Wales

A study investigated factors in the dropout and progression of students from 33 programs in English for Speakers of Other Languages (ESOL) in England and Wales. Data were gathered in student and teacher surveys. Results indicate a high level of student movement to and from ESOL classes. In intensive courses, more students were graded and more came from other program types. About half the students continued study into a second year. Both tutors and students felt educational services could be improved. Most students had prior English training at some level. One-quarter of the students transferred to another class or progressed out of ESOL training. More students from intensive courses than others reported reaching their goals. Proportion of classes graded as to level and number of students entering from other program types were predictors of relative success of intensive courses. About one-quarter of the students dropped out, for various reasons. One-fifth of those dropping out felt dissatisfied with courses; tutors thought only 4 percent felt dissatisfied. Thirty percent who dropped out left for personal reasons; tutors estimated this group at 20 percent. Dropout was greater from non-intensive than intensive courses. The survey instruments are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 660 FL 801 266

of-state charges, and average annual increases 1988-89 through 1997-98); fall enrollments (including data for 1988-89 through 1997-98 by institution, age, sex, major, and level of program); residence of students; degrees conferred (including data for 1987-88 through 1996-97 by institutional category, race, sex, major, and level of program; faculty and staff (including data from 1988-89 through 1997-98 on average salaries, tenure status, and salary increases; and finance (including data for 1998-92 through 1995-96 on revenues and expenditures by source and institution. Three appendixes include a glossary, notes on sources, and a list of nonrespondents. (DB)

ED 425 679 HE 031 729

Richardson, Richard C., Jr.; Bracco, Kathy Reeves; Callan, Patrick M.; Finney, Joni E.
Designing State Higher Education Systems for a New Century. Series on Higher Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Educational Policy; Futures (of Society); *Governance; Government School Relationship; Higher Education; Long Range Planning; *Policy Formation; State Government; *State Universities; Strategic Planning; Systems Approach

This book examines the influence of policy environments, system design, and leadership on the performance of state higher education systems, using case studies of seven large and diverse state higher education systems: California, Florida, Georgia, Illinois, Michigan, New York, and Texas. Chapter 1 provides an overview of the evolution of state higher education governance structures and develops basic concepts of the study, including policy environments, systems design, and leadership principles. The case studies are presented in chapters 2 through 8, and illustrate the differences in system design and policy environments among states. Each of these chapters is organized in sections which address the state context; characteristics and history of higher education; the design of the higher education-state government interface; and work processes (information management, the budget process, program planning and review, and system articulation). Chapter 9 reports differences in performance observed across the seven systems and relates these differences to system design and policy environments. Chapter 10 examines the policy implications of the study and identifies three levels of policy. Appendices list members of the national advisory committee and quantitative measures used in the study. (Individual chapters contain references.) (DB)

ED 425 680 HE 031 730

Kliewer, Joy Rosenzweig
The Innovative Campus: Nurturing the Distinctive Learning Environment.
PUB DATE- 99
NOTE- 308p.

(ED), Washington, DC.
PUB DATE- 97
NOTE- 140p.; This document is comprised largely of pages photocopied from other documents, books, and journal articles--some figures, illustrations, and text may, however, reproduce poorly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Assisted Instruction; Computer Managed Instruction; Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Integrated Learning Systems; Internet; Microcomputers; Professional Development; Program Implementation; *Strategic Planning

This Technology & Innovations in Education (TIE) workshop was presented on April 24 and 25, 1997, in Denver, CO, to help participants gain a big picture perspective of technology planning and related issues, understand a model for sound, practical technology planning, build capacity for leading a local planning effort, engage in the steps of the planning process, and network and collaborate with colleagues regarding related issues. The manual contains the following sections: (1) Outcomes and Agenda; (2) Planning Model Overview -- includes information gathering and gleaning, descriptive vision development, discrepancy analysis, action plan development, and issues and challenges to reaching the vision; (3) Workshop Activities -- four worksheets based upon the components of the planning model, and questions to enhance story writing for action plan development; (4) Evaluation Form; (5) Resources A: Systems & Resources -- seven items relating to strategic planning of technology programs; (6) Resources B: Technical Infrastructure -- 10 items pertaining to hardware, software, network building, and Internet resources; (7) Resources C: People Infrastructure -- four items pertaining to technology and professional development; and (8) Resources D: Teaching & Learning -- nine articles on the instructional use of technology. Thumbnail sketches of slides used in the workshop are also included. (DLS)

ED 425 700 IR 018 958

Technology Leadership Workshop.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 119p.; This publication contains color reproductions of overhead displays and some photocopied materials which may reproduce poorly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Managed Instruction; Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Integrated Learning Systems; Internet; *Leadership; Microcomputers; *Program Implementation; *Strategic Planning
IDENTIFIERS- *Technology Integration

This Technology & Innovations in Education (TIE) workshop, presented in Kansas City, Missouri, on May 2, 1997, was he/she enters a password. The grade for each quiz, assignment, test, etc. is presented along with the class average and rank for each. Student feedback has been positive. Highlights include how to use and set up the grade server, how the grade server is implemented, and how it can be modified to allow for different spreadsheet formats other than Excel. The configuration file and the source code of the main module are provided, and sample screen displays are included. (AEF)

ED 425 717 IR 019 205

Holland, David G.
Using Technology To Communicate, Cooperate and Collaborate.
PUB DATE- 98
NOTE- 7p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Automation; Community Colleges; *Computer Mediated Communication; Computer Networks; Computer System Design; *Computer Uses in Education; *Cooperation; Databases; Information Management; *Information Systems; Online Systems; *Systems Development; Two Year Colleges
IDENTIFIERS- College Information System; Mott Community College MI; *Technology Implementation; Web Sites

This paper outlines a process implemented at Mott Community College (Michigan) for building technology-based systems that would encourage collaboration among the staff. The first goal was communication, which included using the following technology to allow people to communicate and to make information available: e-mail, calendaring, Intranet/Internet, campus directory, open positions database, human resources information system, World Wide Web-based course schedule, purchasing procedures online documentation, press release database, and reports system. The second major task was to build systems of cooperation; the goal was to develop automation systems that would allow work to flow more efficiently between people. Included were the current events system, help desk service request database, facilities service request system, book request database, and room scheduling system. The third step was to build collaborative systems which would allow teams of people to work together to accomplish common goals. These systems included online purchase requisition and approval, grievance tracking/solution system, and faculty information management system. (AEF)

ED 425 718 IR 019 206

Jenny, Frederick J.
The Information Technology Initiative at Grove City College: Four Years Later.
PUB DATE- 98
NOTE- 6p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

The questions of whether and how to make vocational education and training (VET) available to Australian adults studying for the Victoria Certificate of Education (VCE) were examined through a review of 14 pertinent documents and questionnaires sent to the following groups: adult VCE teachers, coordinators, and administrators; current adult VCE students; adults currently studying VET in the VCE; adults who completed the VCE in 1996; and current Certificate of General Education for Adults students. Special attention was paid to students' willingness to commit additional time to VET and barriers to participation in VET. Of the current adult students surveyed, 13% expressed interest in studying VET courses as part of a 2-year VCE and 39% expressed interest in VET as part of a 1-year adult VCE program. Teachers and coordinators generally believed that students should study a wider range of academic VCE subjects before considering the introduction of VET in the adult VCE. (Appendixes constituting approximately 50% of this document contain the following: 14-item annotated bibliography; the survey questionnaires; list of other courses proposed by 1996 and 1997 VCE students; list of reference committee members; and criteria for selecting students to participate in the VET in Schools program.) (MN)

ED 425 279 CE 077 457

Young & ACE: Young Unemployed People and Adult and Community Education.
PUB DATE- 97
NOTE- 32p.; Prepared by the Gippsland and Northern Metropolitan Regional Councils of Adult, Community, and Further Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Community Education; *Education Work Relationship; Experiential Learning; Foreign Countries; Pilot Projects; Postsecondary Education; Program Development; Program Effectiveness; Rural Areas; Rural Education; Secondary Education; *Unemployment; Urban Areas; Urban Education; *Youth Employment
IDENTIFIERS- *Australia

Pilot projects designed to increase the access of young unemployed Australians to adult and community education (ACE) were undertaken in one rural and one metropolitan adult, community and further education region with significant rates of unemployment among individuals aged 15-24 years. Two consortia were selected to conduct the pilot programs, which were designed to address the following issues: lack of knowledge of available ACE options; behavior and attitudes toward education that may not be considered appropriate in the ACE sector; and need for programs that are flexible, accommodating, and relevant to young people. In the first project, which was based at a suburban shopping center, the Certificate of General Education for Adults was used to meet participants' literacy needs and vocational aspirations. The second consortium established a project that provided local unemployed young people with the individual support (including employment assistance) they needed to access a range of existing programs. Both projects confirmed the following: the importance of developing networks with other organizations delivering services to unemployed young people; the need for close collaboration between ACE and secondary schools; the need for flexibility, involvement of parents and carers, and activities to develop young people's self-esteem and social skills. (MN)

Management: An Industry Perspective" (Robert W. Kaps, Jose R. Ruiz) reports on a survey in which presidents of 30 of the top U.S. airlines were asked about the educational preparation needed by students seeking careers. All papers include substantial bibliographies. (MN)

ED 425 298 CE 077 534

Keenan, Terrance
The Alexander N. Charters Library of Resources for Educators of Adults at Syracuse University Library.
PUB DATE- 98
NOTE- 16p.; A slightly revised version of an article that appeared in the Fall 1991 "Syracuse University Library Associates Courier."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Adult Education; Adult Educators; Annotated Bibliographies; Conferences; *Continuing Education; Educational Practices; Educational Research; Educational Theories; Higher Education; International Organizations; Letters (Correspondence); *Library Collection Development; *Library Collections; Meetings; National Organizations; Nonprofit Organizations; Professional Associations; Public Agencies; *Research Libraries; Research Reports; Resource Materials
IDENTIFIERS- *Syracuse University NY

This document describes the contents of the Alexander N. Charters Library of Resources for Educators of Adults at Syracuse University Library. The document begins with a brief history of the development of the library's collections, which occupy 900 feet of shelf space and contain more than 50 groups of personal papers and records of organizations involved in adult education. Next, some of the collections' most notable contents, including documents pertaining to the adult education activities conducted through the Peace Corps, Volunteers in Service to American (VISTA), and Project Head Start and the papers of Malcolm S. Knowles, Paul Henry Sheats, and Robert J. Blakely, are highlighted. The remainder of the document is an annotated bibliography of 53 items housed in the Charters library. Among those items are records of the following organizations and individuals: Adult Education Association (AEA), Adult Education Association/American Association for Adults and Continuing Education (AEA/AAACE), American Foundation for Continuing Education (AFCE), ERIC Clearinghouse of Adult Education (ERIC/AE), Fund for Adult Education (FAE), and Laubach Literacy International Incorporated and Laubach Literacy Action (LLA). (MN)

ED 425 299 CE 077 536

Tuler, Debra
Global 2000 Program. Program Evaluation--Formative.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 35p.; For the "Summary of Findings" report, see CE 077 537.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Education Work Relationship; Educational Objectives; Educational

ED 425 317 CE 077 667

Lozier Corporation Workplace Literacy Modules. Alabama Partnership for Training.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 405p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Blueprints; Course Content; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Measurement; Measurement Equipment; *Occupational Safety and Health; *On the Job Training; Quality Control; Safety Education; Teaching Methods; *Workplace Literacy

This packet contains 10 learning modules developed for new employees at the Lozier Corporation, as well as a facilitator's manual for teaching the modules. The modules cover the following topics: (1) introduction; (2) Lozier history; (3) personal protective equipment, heat stress and back injuries, and evacuation and housekeeping; (4) bloodborne pathogens, safety awareness; (5) lockout and tagout; (5) quality; (6) inventory transactions; (8) tape measure and fraction applications; (9) measuring instruments; and (10) blueprints. Modules consist of an outline that links specific instructional objectives with learning activities, time needed, resources and materials to use, and an evaluation process. Learning activities include a motivational activity, teaching vocabulary, and instructional activities. Attachments to lesson plans include glossaries, information sheets, worksheets, transparency masters, and exercises. Correlated materials, with answer keys, are included in the facilitators' manual. (KC)

ED 425 318 CE 077 669

Fieldcrest Cannon Workplace Literacy Modules for Supervisors. Alabama Partnership for Training.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 177p.; For other "Fieldcrest Cannon" guides, see CE 077 670-671.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Communication Skills; Course Content; Learning Activities; Learning Modules; Lesson Plans; Motivation; *On the Job Training; Safety; Supervisors; *Supervisory Training; Teaching Methods; Time Management; Training Methods; *Workplace Literacy
IDENTIFIERS- *Job Coaches; *Textile Occupations

This packet contains eight learning modules developed for use in Fieldcrest Cannon workplace literacy classes for supervisors. The modules cover the following topics: (1) coaching/communication; (2) coaching/communication and motivation; (3) communication skills; (4) training/coaching; (5) time management; (6) policy and procedures; (7) safety; and (8) fractions, percentages, and statistical process control. Modules consist of an outline that links specific instructional objectives with learning activities, time needed, resources and

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; Adult Literacy; Classroom Techniques; Educational Practices; *Educational Principles; *Literacy Education; Literature Reviews; Teaching Methods; *Theory Practice Relationship

Adult basic and literacy education (ABLE) is a complex undertaking that serves diverse learners with a variety of needs. Although no definitive list of adult education principles exists in the literature, the following principles have been identified in multiple sources devoted to principles of effective adult education: involve learners in planning and implementing learning activities; draw upon learners' experience as a resource; cultivate self-direction in learners; create a climate that encourages and supports learning; foster a spirit of collaboration in the learning setting; and use small groups. The following are ways adult educators can improve their ABLE programs by making them more student centered and participatory in nature: involve adults in program planning and implementation by asking them to assist with orientation for new learners, appointing adults to serve on advisory boards, and/or soliciting their suggestions for learning activities; develop and/or use instructional materials that are based on students' lives; develop an understanding of learners' experiences and communities; and incorporate small groups into learning activities. ABLE programs that incorporate these recommendations will foster increasing self-directedness and critical reflection in learners, which will in turn increase adult educators' success in attracting and retaining more adults in ABLE programs. (Contains 18 references) (MN)

ED 425 337 CE 077 715

Lukin, Annabelle
Effective Communication and Training. A Guide for Workplace Trainers in the Australian Coal Industry.
SPONS. AGENCY- Australian National Training Authority, Brisbane.; National Centre for Vocational Education Research, Leabrook (Australia).
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Adult Basic Education; Case Studies; Classroom Techniques; *Coal; *Communication Skills; Competence; Computer Literacy; Curriculum Development; Delivery Systems; Education Work Relationship; Educational Needs; Foreign Countries; Industrial Training; *Integrated Curriculum; *Literacy Education; *Mining; Numeracy; Student Evaluation; Teaching Guides; Training Methods; *Workplace Literacy
IDENTIFIERS- *Australia

This guide is designed to help workplace trainers in Australia's coal industry improve coal miners' operator and general communication skills through a curriculum that integrates

Programs; Corporate Education; Distance Education; *Educational Technology; Educational Television; Educational Trends; Futures (of Society); Interactive Television; *Media Selection; *Multimedia Instruction; *On the Job Training; *Technological Advancement; Teleconferencing; Telecourses; *Training Methods
IDENTIFIERS- *Knowledge Management

This book explores the interplay and impact of technology on how people work and learn, manage themselves in the workplace, and manage knowledge in their lives. It aims to show how technology can help people and organizations achieve the level of competence necessary to survive and succeed in the global marketplace of the next century. Part I describes the rapid changes in technology and the emerging impact of that technology on the world of work, on the workplace, on the organization (especially in building a learning organization), and on the worker. Part II begins with an overview of electronic and computer-based technologies that increase the speed of learning, allow training to be conducted anywhere and any time, and change the role of trainers and managers. This part then describes six key learning technologies: electronic publishing; television and video; teleconferencing by audio, video, computer, or desktop; interactive multimedia; simulation and virtual reality; and authoring tools. Part III explores how technology is being used to manage knowledge and provide just-in-time information and skills to the worker through electronic performance support systems and networks such as the Internet, intranets, and the World Wide Web. The final section of the book includes principles and practices necessary to use technology in the global workplace, including a consideration of the impact of culture and globalization. Three appendixes contain a glossary, a list of Internet sites for technology and learning in the workplace, and a list of associations and centers for technology and learning. (KC)

ED 425 355 CE 077 795

Broad, Mary L., Ed.
Transferring Learning to the Workplace. Seventeen Case Studies from the Real World of Training. In Action Series.
PUB DATE- 97
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Business Skills; Case Studies; Corporate Education; *Job Skills; Learning Strategies; *Organizational Development; *Outcomes of Education; Program Evaluation; Skill Development; Teaching Methods; Training Objectives; *Transfer of Training

Organized in three parts, this book contains an introductory chapter and 17 case studies selected to show transfer applications in a wide range of organizational settings. In part 1, two chapters review the rationale, context, and research relating to transfer: "Transfer Concepts and Research Overview" (Mary Broad); and "Success Factors in Technology Training" (Harvey D. Feldstein, Terry Boothman). The cases in part 2 describe transfer applications that focus on development of skills and knowledge in individual learners: "Adult Basic Education: Riding Hi-Tech Rails to the Future" (Edward D. Gordon, Ronald R. Morgan, Judith A. Ponticell); "Growing Our Own: On-the-Job Training in a Local-Government Health Department" (Heidi Hoffman); "Transfer Strategies Supporting Interpersonal Skills Training for Supervisors: An Evaluation Study" (Kristi L. Andes, Lilanthi P. Ravishankar, Darlene F.

American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Activism; Attribution Theory; *Black Achievement; Black Students; *College Students; *Economic Opportunities; *Expectation; Higher Education; Locus of Control; Motivation; *Self Esteem
IDENTIFIERS- *African Americans

Students' expectancies for their future economic outcomes, differences in expectancies between ethnic groups, and the relationship of these expectancies to attributions and self-esteem are examined in two studies (Study 1, N=746; Study 2, N=2,130). An ANOVA was used. Study 2 is part of the first wave of a longitudinal study. Results indicate that African Americans in their first year of college have high expectations for future outcomes; however, this optimism declines significantly during college while optimism of other students remains stable. The studies focus on two possible explanations for the decline in expectancies: (1) the self-esteem hypothesis, which maintains that African American students' evidence decreasing self-esteem following social comparisons between African American students and other students; (2) the external attribution hypothesis, which holds that African American students' increasingly perceive that they personally face external barriers not faced by other students. Results are consistent with the interpretation that it is African American students' perceptions of society that are changing during college, not their perceptions of self. Measures for Study 1 and Study 2 are appended. (EMK)

ED 425 376 CG 028 923

Dharmadasa, Kiri H.; Gorrell, Jeffrey; Akey Theresa M.
Examining the Factor Structure of a Measure of Learning and Performance Goal Orientations for Older High School Students.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Goal Orientation; Grade 11; *High School Students; High Schools; *Learning Motivation; Mastery Learning; Performance; Student Motivation; *Test Validity

Goal orientations in high school students may be grouped into learning (e.g., mastery) and performance (e.g., grades, competition) goals. Past research on students' goals is reviewed. Students' motivation for achievement is complex. Given the importance of fostering and strengthening learning goal orientations in high school as well as in college, this study investigates whether the Roedel Goals Inventory designed for college students is suitable for measuring learning and performance goals held by older students in high school (N=185). Data analysis was conducted in two steps: (1) item analysis to assess convergent and discriminant validity of the items for high school students; (2) exploratory factor analyses to further investigate the structure of the Goals Inventory for this population. Means and standard deviations are presented

DESCRIPTORS- *Asian Americans; *Counseling Techniques; *Counseling Theories; Counselor Client Relationship; Cross Cultural Studies; Family Life; Family Problems; *Intercultural Communication; Systems Approach; Values
IDENTIFIERS- *Family Therapy

The heterogeneous groups that make up Asian cultures with their diversity of educational, political, socioeconomic, and religious backgrounds are highlighted, and culturally relevant treatment strategies are presented. Chapters in Part 1 "Understanding and Assessing Asian Families" are: (1) "Theoretical Framework for Therapy with Asian Families" (T. H. Chang, R. L. Yeh); (2) "Multimodel Assessment of Asian Families" (M. M. Yu); (3) "Understanding Cultural Values in Counseling Asian Families" (X. Hu, G. Chen). In Part 2, "Counseling Asian Families," topics are (4) "Counseling Chinese Families: A Postmodern Approach" (S. Wu); (5) "Using a Task-Centered Approach with Vietnamese Families" (W. Nguyen); (6) "Exploring Aspects of Filipino American Families" (R. A. Cimmarusti); (7) "Important Considerations in Counseling Asian Indians" (W. Seegobin); (8) "Connectedness Versus Separateness: Applicability of Family Therapy to Japanese Families" (T. Tamura, A. Lau); (9) "Using Solution-Focused Therapy with Korean Families" (S. J. Song). Part 3, "Special Issues," includes (10) "American-Born and Overseas-Born Chinese Americans: Counseling Implications" (Y. B. Chung, D. S. Chou); (11) "Ethnic and Sexual Identity Development of Asian American Lesbian and Gay Adolescents" (Y. B. Chung, M. Katayama); (12) "The Practice of Family Therapy with Asian Families: A Conversation with Insoo Kim Berg" (K. S. Ng). (EMK)

ED 425 396   CG 028 961

Peterson, Kathleen A.; Waldron, Daryl J.; Paulson, Sharon E.
Teachers' Perceptions of School Psychologists' Existing and Potential Roles.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; Expectation; *School Psychologists; *Teacher Attitudes

School psychologists are trained to work with a wide variety of students and school personnel. Unfortunately, their role has often been narrowly defined by legal issues and by administrators and teachers who do not understand the potential of school psychologists. This study investigated whether teachers are currently turning to school psychologists for aid, how often they are doing so, and in what capacity. By learning what it is that teachers want from them, school psychologists can better fulfill the roles most needed by educators. Results indicate teachers feel comfortable working with school psychologists and believe they could gain good suggestions regarding teaching practices from them. However, the number of interactions reported was small, likely due to the limited availability of psychologists in the schools and the fact that many teachers do not believe services outside of assessment are a part of the psychologist's job. Implications of these findings for school psychologists and educational reform are discussed, as well as types of information and interventions in which teachers seem most interested. (Author) writing; (4) special needs; (5) libraries; (6) assessment; (7) adult literacy; and (8) family literacy. (CR)

ED 425 417 CS 013 303

Hall, Nigel, Ed.
Guide to Books on Literacy Published during 1996.
PUB DATE- 97
NOTE- 88p.; For the 1995 guide, see CS 013 302.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Childrens Writing; Elementary Secondary Education; Foreign Countries; *Libraries; *Literacy; Multicultural Education; Phonics; *Reading Instruction; Spelling; Student Evaluation; Videotape Recordings; Whole Language Approach; *Writing Instruction

This 173-item annotated bibliography contains books on literacy primarily published in 1996 in the United Kingdom, although some books are included which were omitted from the guide for the previous year. In addition to an annotation, each entry provides author's name, full title, number of pages, place of publication and publisher, and ISBN number and price for both hardback and paperback editions when applicable. The bibliography is divided into sections on non-educational books about literacy; reference books about literacy; and educational books about literacy. The latter section is divided into: (1) general; (2) reading; (3) writing; (4) special needs; (5) libraries; (6) assessment; (7) adult literacy; (8) family literacy; and (9) video packages. (CR)

ED 425 418 CS 013 304

Weinberger, Jo, Ed.; Finlay, Ann, Ed.
The National Literacy Trust's 1997 International Annotated Bibliography of Books on Literacy.
PUB DATE- 96
NOTE- 93p.; For the 1996 guide, see CS 013 303.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Childrens Writing; Elementary Secondary Education; Family Role; Foreign Countries; *Libraries; *Literacy; Multicultural Education; Poetry; *Reading Instruction; Spelling; Student Evaluation; *Writing Instruction

This 132-item annotated bibliography contains books on literacy primarily published in 1997, in the United Kingdom, although some books are included which were omitted from the guide for the previous year. In addition to an annotation, each entry provides author's name, full title, number of pages, place of publication and publisher, and ISBN number and price for both hardback and paperback editions when applicable. The bibliography is divided into sections on: (1) "Books on Literacy," which includes sub-sections on perspectives on literacy, literacy in the early and primary years, literacy in the secondary years, and literacy for young adults and adults; (2) "Books on Particular Strands of Literacy," which includes sub-sections that focus on reading, writing, or language; (3) "Books on Specific Issues," which includes sub-sections that focus on special needs, assessment, family literacy, and libraries; and (4) "Reference Books." The bibliography also contains author and title indexes. (CR)

states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Indiana; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Indiana, 2,655 students in 100 public schools and 219 students in 10 non-public schools were assessed. This report describes the reading proficiency of Indiana fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Indiana on the NAEP reading scale was 220 compared to 212 nationwide. (SR)

ED 425 434 CS 013 324

NAEP 1994 Reading State Report for Iowa. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades;

(DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Mexico; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New Mexico, 2,635 students in 105 public schools and 191 students in 9 non-public schools were assessed. This report describes the reading proficiency of New Mexico fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in New Mexico on the NAEP reading scale was 205 compared to 212 nationwide. (NKA)

ED 425 448 CS 013 338

NAEP 1994 Reading State Report for New York. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 209p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables

Reading Assessments; Trial State Assessment (NAEP); *Wyoming

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Wyoming, 2,699 students in 112 public schools were assessed. This report describes the reading proficiency of Wyoming fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Wyoming on the NAEP reading scale was 221 compared to 212 nationwide. (SR)

ED 425 462 CS 013 352

NAEP 1994 Reading State Report for Guam. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 211p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Guam; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Guam, 2,203 students in 21 public schools and 372 students in 9 non-public schools were assessed. This report describes the communication faculty interested in pursuing the charge, this paper aims to provide strategies and tips to help scholar-practitioners and "would-be" consultants balance the demands of academe and consulting/training. The paper is based on a review of literature, on a personal experience of 20 years as a consultant, and on the recommendations and information provided by many scholars. To achieve a balance between academe and communication consulting, several constituents must be satisfied: the university/department; the students; the research program; the clients, the individual scholar-practitioner and his/her family. Recommendations pertaining to each constituent are furnished in the paper. The goal of the paper is to help scholar-practitioners lead balanced lives, and actions recommended are: (1) refuse to sit on committees requiring large time commitments; (2) combine research, teaching, and consulting themes; (3) engage in applied research; (4) get a research assistant; (5) invite students to participate in the consulting process; (6) organize consulting materials and learn to develop multimedia presentations; (7) set aside regular times for exercise, relaxation, and communication with family and friends; and (8) pace consulting so that it does not conflict with other commitments. (Contains 17 references.) (NKA)

ED 425 480 CS 509 941

Baker, Anthony D.
Building Boundaries in Writing Programs: The Dangers of Shifting Discourse in Administrative Communication.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Computer Mediated Communication; Discourse Analysis; Higher Education; Interprofessional Relationship; *Language Role; *Program Administration; *Writing Instruction; Writing Research; *Written Language
IDENTIFIERS- *Academic Discourse Communities; *Media Characteristics; Power Struggles

Noting a recent trend in scholarship of using narratives to warn teachers of the possible dangers of un-theorized and uncritical utilization of technology in the writing classroom, this paper offers a story that does not involve students, anonymous messages, or private files that inadvertently become public, but instead concerns a series of communications between educators involving discourse in several different media: email, memos, and business letters. According to the paper, the story illustrates the need to focus this critical examination not only on electronic communication but also on the various media of written communication. The paper examines the discourse to address the differences between email documents and written letters, how the different discourse media are used by their writers, and how the discourse medium affects the conversation. It concludes that in the discourse (regarding staffing policy), power relationships among the three educators are made visible, are negotiated, and are subverted in such seemingly neutral formal devices such as inside addresses and letterheads. The paper shows that each writer stakes out a particular subject position and proceeds to construct specific budget; how to analyze a budget; the impact of regional relationships on finances; long-range planning; and a sample of a financial projection. (Contains 10 figures.) (RJM)

ED 425 499 EA 029 282

Selected Readings on California School Finance.
SPONS. AGENCY- Hewlett Packard Co.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; *Educational Finance; Elementary Secondary Education; Expenditures; Program Budgeting; *Public Education; *School District Spending; School Funds
IDENTIFIERS- *California

California's many school districts vary widely in makeup but all of them share certain characteristics. This booklet gives a synopsis of how these districts manage their educational dollars. An overview of California's schools, looks at enrollment figures, profiles of students, the distribution of district revenue, and categorical aid. The booklet outlines a chronology of school finance and examines California's K-12 school finance system, describing the complicated process that pays for the public education of almost six million students. This section examines sources of revenue for schools and the distribution of revenue, and closes with a perspective on school finance. The next part describes school finance for 1997-98, clarifying the sources of school revenues; how funds are allocated; statewide basic skills tests; and highlights for funding. A short section on understanding school budgets outlines the year-long process involved in creating a budget, followed by a description of the structure of state finance, which looks at the state's financial dilemmas, the components of the state's budget, and the budget process. An overview of categorical aid for the state and a comparison of California's finances to other states are provided. A glossary of school finance terms appears at the end. (RJM)

ED 425 500 EA 029 283

Korostoff, Marilyn; Beck, Lynn; Gibb, Sharon
Supporting School-Based Reform: Lessons from the Work of the California Center for School Restructuring.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Models; Program Effectiveness; Program Evaluation; *School Restructuring; Summative Evaluation
IDENTIFIERS- *California

In 1991, the California Center for School Restructuring (CCSR) was charged with assisting approximately 144 schools that were funded by California's SB 1274 restructuring legislation. This study investigated the work of the CCSR, not to evaluate the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Educational Environment; Elementary Secondary Education; *Inclusive Schools; *Instructional Leadership; *Principals; Special Education; Special Needs Students; *Spirituality

Administrative leadership is considered a critical component for the successful implementation of inclusive schooling practices whereby students with disabilities are educated with students without special education labels. This ethnographic study of one principal was conducted over a 15 month period in a mid-sized Midwestern city. The results of the study yielded a framework to advance empowering administrative leadership within inclusive elementary schools. The major findings presented were: a supportive environment for critique that provides teachers greater autonomy, encourages risk-taking, and communicates trust that they can succeed with students of varying abilities; a facilitative community that stimulates critique by the principal and teachers in asking questions and considering alternative frameworks for inclusive practices; a community that actualizes a more just, democratic environment coalesces the staff and principal in multiple ways; and empowering principal behaviors are undergirded by a spirituality grounded in six beliefs: the value of personal struggle; the dignity of all people; blending the personal and professional; believing people are doing their best; listening; and dreams. (Author)

ED 425 518 EA 029 483

Osterman, Karen F.
Using Constructivism and Reflective Practice To Bridge the Theory/Practice Gap.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Beginning Principals; *Constructivism (Learning); Educational Administration; Elementary Secondary Education; Experiential Learning; *Instruction; Models; Theory Practice Relationship
IDENTIFIERS- *Reflective Practice

Constructivism is a theory about knowledge, whereas reflective practice is a professional development strategy with roots in the constructivist paradigm. A way to integrate these two conceptual frameworks within the context of professional development for prospective administrators is offered here. Constructivism and reflective practice share basic assumptions about knowledge and learning. Central to both is the belief that ideas and action are integral, interdependent, and essential aspects of the learning process. Pedagogical strategies for effective teaching in the context of administration programs include engaging the learner; exploring personal beliefs, knowledge, and experience; challenging ideas and facilitating reconceptualization; and providing opportunities for experimentation and assessment. Since both paradigms assume that learning begins with a personal desire to learn, it is the instructor's initial responsibility to stimulate the learner's interest. Constructivism and reflective

National High Magnetic Field Laboratory (NHMFL) at its main facility at Tallahassee, Florida. The NHMFL is a federal-state partnership; its primary purpose is to provide the tools and resources to conduct research using high magnetic fields. It provides links among educational stakeholders and furnishes resources in the form of materials and expertise as it influences policy on various levels. The analysis here builds on the premise that a science research institution can facilitate reform and enhance science education by involving various members of the community. Data were gathered by distributing three separate surveys at NHMFL events, such as the NHMFL Annual Open House, the Ambassador Program, K-12 web site, and in-house and school-based outreach efforts. The data were reviewed based on three perspectives: the sociological, the educational, and the political. The results confirm that a science research institution can facilitate reform in education by involving stakeholders, by fostering links among stakeholders, by providing resources in the form of materials and/or expertise, and by influencing policy. (RJM)

ED 425 538 EA 029 512

School-Based Decision Making Resource Guide: Focus on Teaching and Learning.
PUB DATE- 97
NOTE- 369p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; Educational Change; Educational Improvement; Elementary Secondary Education; Evidence (Legal); Foreign Countries; Guidelines; Policy Formation; Reference Materials; *School Based Management; Workshops
IDENTIFIERS- *Alberta

This guide provides support for school jurisdictions and schools as they implement school-based decision-making (SBDM) for the purpose of improving teaching and learning. The intended users include school boards, school councils, school staffs, and central-office personnel who wish to create effective SBDM processes and policies, which focus on teaching and learning. The resource guide contains numerous Alberta stories and practical examples of SBDM from jurisdictions around the province. Each chapter includes a focus article written by an Alberta educator. These articles offer an indepth analysis of complex issues of SBDM. General guidelines and practical suggestions from research and current practice follow the focus article. Next, examples of current practice related to the chapter are introduced with the goal of providing a variety of approaches for the reader to consider. Finally, concluding each chapter are workshops intended to strengthen the SBDM knowledge and skills of stakeholders. The guide provides numerous references and information for all members of the school community. (JMD)

ED 425 539 EA 029 516

Taggart, Brenda; Sammons, Pam
Evaluating the Impact of the Raising School Standards Initiative in Belfast.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American

ED 425 560 EC 306 222

What Will Happen If Social Security Reviews Your Child's Eligibility for SSI? Arc Q&A #101-36.
PUB DATE- 97
NOTE- 6p.; EC 306 223 is a Spanish translation of this document.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; Compliance (Legal); *Disabilities; *Eligibility; *Federal Aid; *Financial Support; Parent Role
IDENTIFIERS- *Medicaid; *Supplemental Security Income Program

This fact sheet uses a question-and-answer format to address concerns that parents of children with a disability may have concerning their child's continuing eligibility for Supplemental Security Income (SSI). Questions and answers explain the following topics: how children now qualify as "disabled" and the new standards; when Social Security will review some children's cases; what information parents should help collect; how parents can appeal if a child is denied SSI benefits after the review; and what happens to Medicaid coverage if a child loses SSI benefits. Developmental milestones are listed by age grouping and area of functioning (cognition/communication, motor, social, personal, concentration/persistence, and responsiveness to stimuli). Sources of information, assistance, and advocacy are listed. (DB)

ED 425 561 EC 306 223

Que Ocurrira Si el Seguro Social Revisa la Elegibilidad de su Nino o Nina para SSI? (What Will Happen If Social Security Reviews Your Child's Eligibility for SSI?) Arc Q&A #101-36Sp.
PUB DATE- 97
NOTE- 6p.; Spanish translation of EC 306 222.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Translations (170)
DESCRIPTORS- Child Advocacy; Compliance (Legal); *Disabilities; *Eligibility; *Federal Aid; *Financial Support; Parent Role
IDENTIFIERS- *Medicaid; *Supplemental Security Income Program

This fact sheet, in Spanish, uses a question-and-answer format to address concerns that parents of children with a disability may have concerning their child's continuing eligibility for Supplemental Security Income (SSI). Questions and answers explain the following topics: how children now qualify as "disabled" and the new standards; when Social Security will review some children's cases; what information parents should help collect; how parents can appeal if a child is denied SSI benefits after the review; and what happens to Medicaid coverage if a child loses SSI benefits. Developmental milestones are listed by age grouping and area of functioning (cognition/communication, motor, social, personal, concentration/persistence, and responsiveness to stimuli). Sources of information, assistance, and advocacy are listed. (DB)

ED 425 562 EC 306 224

disabilities become involved in their transition planning to the maximum extent possible. Chapters include: (1) "Student Involvement in Education Planning, Decision Making, and Instruction: An Idea Whose Time Has Arrived" (Michael L. Wehmeyer); (2) "Factors Contributing to and Implications for Student Involvement in Transition-Related Planning, Decision Making, and Instruction" (Deanna J. Sands and others); (3) "Student Involvement in Goal Setting and Educational Decision Making: Foundations for Effective Instruction" (Beth Doll and Deanna J. Sands); (4) "Transition Assessment: Methods and Processes To Determine Student Needs, Preferences, and Interests" (Patricia L. Sitlington and Debra A. Neubert); (5) "Participation in the Education Process: Students with Severe Disabilities" (Carole R. Gothelf and Fredda Brown); (6) "The View from the Student's Side of the Table" (Cecelia Ann Pauley); (7) "Self-Advocacy Strategy Instruction: Enhancing Student Motivation, Self-Determination, and Responsibility in the Learning Process" (Anthony K. Van Reusen); (8) "Whose Future Is It Anyway? A Student-Directed Transition-Planning Program" (Michael L. Wehmeyer); (9) "Next S.T.E.P.: Student Transition and Educational Planning" (Andrew S. Halpern); (10) "TAKE CHARGE for the Future: A Student-Directed Approach to Transition Planning" (Laurie E. Powers and others); (11) "ChoiceMaker: Choosing, Planning and Taking Action" (James E. Martin and Laura Huber Marshall); (12) "It's My Life: Preference-Based Planning for Self-Directed Goals" (Emilee Curtis); (13) "Become Your Own Expert! A Self-Advocacy Curriculum for Secondary School-Age Students with Learning Disabilities" (Winnelle D. Carpenter); (14) "Putting Feet on My Dreams: Involving Students with Autism in Life Planning" (Ann Fullerton); (15) "The Self-Determined Learning Model of Instruction: Engaging Students To Solve Their Learning Problems" (Dennis E. Mithaug and others); (16) "Self-Management and Self-Instruction: The Benefits of Student Involvement in Individualized Education Program Implementation" (Carolyn Hughes and Judith A. Presley); (17) "Student-Directed Learning Strategies" (Martin Agran); and (18) "Future Directions in Student Involvement: Education Planning, Decision Making, and Instruction" (Michael L. Wehmeyer and Deanna J. Sands). (Each chapter includes references.) (CR)

ED 425 580 EC 306 919

Pedroza, Anna; Mueller, Grace; Whitley, Jay
Reconstructing Special Education Services in Middle School: Success for All.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *High Risk Students; Hispanic Americans; *Inclusive Schools; Inservice Teacher Education; Junior High Schools; Low Income; Mainstreaming; Mexican Americans; Middle Schools; Minority Group Children; Professional Development; *Regular and Special Education Relationship; Self Advocacy; Socioeconomic Status; Special Education Teachers; *Teacher Collaboration; Teaching Models; *Team Teaching
IDENTIFIERS- Hispanic American Students; Middle School Students

This paper presents the results of a two-year initiative to information is given than is necessary; (5) include cautions against misinterpretations of the data or against any unintended consequences; (6) make efforts to maintain confidentiality and avoid the possibility of identifying individual students; (7) use good formats so that reports are well-organized, readable, and interesting. A checklist of desirable characteristics for state and school district accountability reports is included for those who develop reports. (CR)

ED 425 597 EC 306 938

Nelson, J. Ruth; Ysseldyke, James E.; Thurlow, Martha L.
Desired Characteristics for State and School District Educational Accountability Reports. Technical Report 22.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Accountability; Data Interpretation; *Disabilities; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Input Output Analysis; *Outcomes of Education; School Effectiveness; Special Education; Student Participation; *Technical Writing

This report discusses the findings of a study that compared identified desirable characteristics of state accountability reports with 20 accountability reports generated by 7 states. Desirable characteristics included (1) clarity (the intended audience, statements of purpose, a description of the population being reported on and the states' conceptual model for its accountability system); (2) comprehensiveness in the reporting of inputs, processes, and results for students, especially students with disabilities; (3) provide comparative information with changes over time between schools, districts, states, regions, or standards; (4) conciseness or carefully chosen indicators so that no more information is given than is necessary; (5) cautions (against misinterpretations of the data or against any unintended consequences); (6) confidentiality; (7) good formats so that reports are well-organized, readable, and interesting. Results found none of the reports contained every desirable characteristic. Very few reports were clear as to who was included, the conceptual model, and assumptions. Many reports were comprehensive, concise, and comparative, but were also unclear in their presentation of information. Only four of the states provided disaggregated data on students with disabilities. (CR)

ED 425 598 EC 306 939

Seyfarth, Allison; Ysseldyke, James E.; Thurlow, Martha L.
An Analysis of Perceived Desirability, Feasibility, and Actual Use of Specific Criteria for Large-Scale Assessment and Accountability Systems. Technical Report 21.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Disabilities; *Educational

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Architects; *Building Design; Construction Costs; Educational Environment; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; School Safety; School Size; Site Selection; Space Utilization
IDENTIFIERS- Learning Environments

This step-by-step guide helps communities think and talk about school renewal through innovative planning and design, and high quality construction. It begins with an overview of need and available funding, then describes potential members of a school-improvement team. These include: architects, state school agents, community groups, local elected and appointed officials, bankers, engineers, developers and lawyers. How an experienced architect enhances value is described, as well as options for saving time and money on school projects. Guidelines for planning a school is set out in six discussion elements: (1) structural condition; (2) environmental quality; (3) size and capacity; (4) safety and security; (5) site location; and (6) symbolic value and aesthetics. References for further information are included. Local American Institute of Architects components that can help communities in finding an experienced school architect are listed by state and city. (JM)

ED 425 617 EF 005 113

Rebuild America: A Summary Report of K-12 School Projects. Updated.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Educational Facilities Improvement; Elementary Secondary Education; Energy Audits; *Energy Conservation; *Energy Management; *Government School Relationship; *Partnerships in Education; Public Schools
IDENTIFIERS- Department of Energy; *Rebuild America

The U.S. Department of Energy's Rebuild America is a voluntary partnership program that helps communities make profitable investments in existing school buildings through energy efficient technologies. This report provides a summary of 19 partnerships in 13 states performing school building improvements totaling 1,231 buildings in 94 school districts (31,522,388 square footage committed). Summaries cover the following states: Alaska; Arizona; Arkansas; California; Colorado; Connecticut; District of Columbia; Hawaii; Idaho; Iowa; Kansas; Missouri; and New Jersey. Each summary provides an overview of the partnership, the schools and school districts involved, the commitment level involved, and the status of the project. (GR)

ED 425 618 EF 005 114

Schools GHPs = Savings and Efficiency.
PUB DATE- 90
NOTE- 19p.; Appendix B contains small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

(150)
DESCRIPTORS- Cultural Awareness; *Cultural Education; *Educational Objectives; Educational Theories; Foreign Countries; *Language Teachers; Methods; Outcomes of Education; *Second Language Instruction; Second Language Learning

This paper discusses Wilga Rivers' seven language teaching objectives. Particular focus is on the following three language teaching objectives: (1) giving students the experience of expressing themselves linguistically and culturally in a context different from that in which they grew up; (2) fostering students' understanding of other peoples' viewpoints; and (3) endowing students with the abilities that enable them to communicate orally and in writing in both personal and professional contexts with speakers of other languages. (CNP)

ED 425 640 FL 025 471

Zoreda, Margaret Lee
Dialogismo, lenguas extranjeras e identidad cultural (Dialogism, Foreign Languages, and Cultural Identity).
PUB DATE- 92
NOTE- 12p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Cultural Education; Cultural Literacy; Educational Objectives; Educational Philosophy; Educational Trends; Foreign Countries; Higher Education; Language Teachers; Outcomes of Education; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- Postmodernism

Foreign Language education will play an important role in the broadening and globalization of higher education for the 21st century. Where else will educators find the tools to "dialog" with--to engage--the "other" as part of the enriching process that accompanies cultural exchange, cultural broadening? This paper sheds light on these issues, and offers insights into the future of foreign language education. It is suggested that the new approach to foreign language education in the next century will rely heavily on postmodernism. Contains 18 references. (CNP)

ED 425 641 FL 025 547

Zoreda, Margaret Lee
Consideraciones sobre la investigacion hermeneutica en la educacion en lenguas y culturas extranjeras (Aspects of Applying a Hermeneutic Approach to Foreign Language and Culture Education).
PUB DATE- 98
NOTE- 19p.; Paper presented at the Forum on the Study of Teaching Foreign Languages and Cultures, (2nd, Itzapalapa, Mexico, September 25, 1998).
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Cultural Education; *Educational Philosophy; *Educational Theories; *English (Second Language); Foreign Countries; *Hermeneutics; Higher Education; Second Language Instruction; *Semiotics

Heikes, Lyle; Hetland, Darlene; Pecoraro, Diane; Willette, Linda; Olson, Laural
Effective ESL Methods and Materials. A "Recipe Book" Compiled by the ESL Work Group of the Minnesota Literacy Training Network (LTN).
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adverbs; Advertising; Art Activities; Audiovisual Aids; Classroom Techniques; Cloze Procedure; Course Content; Determiners (Languages); Dictionaries; *English (Second Language); Games; Grammar; Homework; Instructional Materials; Interviews; *Listening Skills; Literacy Education; Personal Narratives; Poetry; Prepositions; Proverbs; *Reading Instruction; Realia; School Community Relationship; Second Language Instruction; Sentence Structure; *Speech Skills; Student Journals; Telephone Usage Instruction; Tenses (Grammar); Vocabulary Development; Vocational English (Second Language); Writing (Composition); *Writing Instruction
IDENTIFIERS- Gardening

The resource guide, developed by the ESL (English-as-a- Second-Language) Group of the Minnesota Literacy Training Network, contains useful classroom techniques and activities for teaching ESL. The ideas are both conventional and innovative, and support development of listening, speaking, reading, and writing skills. The first section lists activities found to be effective by ESL teachers. The second section contains ideas drawn from an ESL teacher education program. These two sections include ideas for: warm-up exercises; use of instructional technology; grammar elements (articles, prepositions, adverbs, verb tenses); craft activities; sentence reconstruction; vocabulary development exercises; personal stories; functional work English; echo reading; daily conversation; cloze exercises; telephone message comprehension; word games; realia use; student journals; video and other visual aids; cultural sharing; proverbs; biography poems; progressive story writing; group work; exercises using newspaper advertising; gardening; job interviews; making comparisons; and giving complements. The third section lists recommended ESL instructional materials, with titles, publishers, and general comments for each, and organized by skill level and skill. Dictionaries, instructor resources, and publishers' addresses are also included in this section. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 661 FL 801 269

Erikson, Erik; Griffith, Emily
Is That All There Is? Allocating Time and Staff. SCANS Plans Portfolio.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Class Activities; Classroom Communication; Classroom Techniques; Communication Skills;

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Diversity (Institutional); Educational Environment; Educational History; *Educational Innovation; *Experimental Colleges; Higher Education; Nontraditional Education; State Universities

This book explores the history and evolution of six innovative colleges, examining how these institutions have adapted and transformed themselves in today's social, political, and economic environments. The book contends that these institutions, which emerged in the 1960s and 1970s, can serve as models today. Case study chapters describe the following institutions: (1) Pitzer College, Claremont, California; (2) New College of the University of South Florida, Sarasota; (3) Hampshire College, Amherst, Massachusetts; (4) University of Wisconsin, Green Bay; (5) University of California, Santa Cruz; and (6) the Evergreen State College, Olympia, Washington. Among the ideas implemented at these schools and described in the case studies are: individualized majors, student participation in curriculum development, independent studies, experiential learning, interdisciplinarity, narrative evaluations instead of letter grades, and flexible administration. Appendices include information on the "Innovative College and University Consultant Panel," the master list of innovative institutions of the 1960s and 1970s, a list of candidates for innovative institutions, and an explanation of the study's research methodology. (Individual chapters contain references.) (DB)

ED 425 681 HE 031 731

Performance Accountability Report. Maryland Public Colleges and Universities, 1998.
PUB DATE- 98
NOTE- 384p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Budgeting; College Outcomes Assessment; Community Colleges; Educational Objectives; Higher Education; Long Range Planning; Outcomes of Education; *Public Colleges; Resource Allocation; Self Evaluation (Groups); State Colleges; *State Universities; Tables (Data); Trend Analysis
IDENTIFIERS- *Maryland; *School Performance Indicators

This report presents the mandated annual performance accountability reports of the 31 public colleges and universities in Maryland, as well as an overall analysis and recommendations of the Maryland Higher Education Commission. The reports are organized according to five categories of key performance indicators: quality, effectiveness, access, diversity, and efficiency/allocation of resources. Components of the report include: (1) an overview of the history and major features of the accountability process; (2) trend analyses of how well higher education is serving the needs of Maryland and how well the state is funding its public colleges and universities; (3) the assessment and recommendations of the Commission regarding the outcome of the year's accountability effort by the public campuses; (4) a short description prepared by each public institution on its progress toward meeting its benchmarks for the various indicators; and (5) the trend data designed to help participants gain a valid big picture of current school technology change issues, acquire current materials, clarify their beliefs, vision, and needs for their district's technology efforts, learn strategies for enhancing technology leadership efforts, and build their networks. This publication contains the following sections: (1) Outcomes and Agenda; (2) Building a Sound Big Picture for Technology Leadership -- thumbnail sketches of slides, matrix comparing communications age and industrial age teaching and learning, viewing educational technology through systems and resources, technical infrastructure, people infrastructure, and technology-based teaching and learning, and technology leadership resource materials; (3) Getting Focused for Sound Technology Leadership -- clarify philosophical base, maximize knowledge and experience base, describe the vision for your district, and assess gaps, resources, and constraints; (4) Pursuing Strategies and Tools for Enhancing Technology Leadership -- communications for relating to audience, graphic organizers for systems thinking, rules for decision making, relationships with consultants and partners, critical friend approach to professional growth, technology as a core value, practical base for web-based teaching and learning, support system for technology-related infrastructure, and measurement of the instructional use of technology; and (5) Technology Leadership Workshop Evaluation Form. (DLS)

ED 425 701 IR 018 960

Facing the Challenge of Technology Integration. A Portfolio of Processes. Student Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 234p.; This document is comprised largely of pages photocopied from other documents, books, and journal articles--some figures, illustrations, and text may, therefore, reproduce poorly.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Networks; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Information Literacy; *Information Technology; *Integrated Learning Systems; Multimedia Materials; *Strategic Planning; World Wide Web
IDENTIFIERS- Collaborative Learning; Technology Integration

This guide contains the following five sections: (1) Building a Sound Knowledge Base -- learning theories, societal implications of technology, multimedia and the World Wide Web (WWW), school restructuring, university teaching in the information age, distributed learning on the WWW, collaborative learning environments on the WWW, organizing and searching instructional material on the Internet, and students programming with multimedia tools; (2) Changing Mental Models -- operationalizing mental modes, and looking at computers as a language; (3) Teaching & Learning -- universal intellectual standards, the National Educational Technology Project (NETS), rubrics for the assessment of information literacy, evaluating web sites, virtual conferences, pedagogical resources on the Internet, reading lists on technology and pedagogy, collaborative projects on the Internet, instructional design

DESCRIPTORS- Computer Networks; Computer System Design; *Computer Uses in Education; *Educational Planning; Educational Technology; Higher Education; *Information Technology; Learning Strategies; *Microcomputers; Models

IDENTIFIERS- Academic Computing; *Access to Technology; Grove City College PA; Notebook Computers; Support Services; Technology Implementation; Technology Integration; *Technology Plans

In 1997, 558 Compaq Armada 1510 notebook computers and Canon color bubble-jet printers were distributed to incoming freshman at Grove City College (Pennsylvania) as a part its Information Technology Initiative (ITI). Objectives of the ITI were: (1) to prepare students for excellence in their chosen profession by providing the necessary technological tools and instruction; (2) to recognize, in a tangible manner, the fact that state-of-the-art computing is moving away from centralized computing and rapidly toward distributed computing facilities following the concept of anytime/anywhere learning; (3) to increase the technological resources available to students on campus while reducing the total cost of technology ownership to the college; and (4) to centralize all support activities, including the computer help desk, training and repair shop staff. This paper reviews the ITI plan, including reasons for choosing laptops, benefits of the one-computer-per-student model, and the campus computer help desk and repair shop. The evolution of ITI hardware and software from 1994 to the present is outlined. Other highlights include formation of a Campus Technology Task Force, expansion of the campus network, increases in staffing, and growth in use of Internet and intranet services for class-related activities. (AEF)

ED 425 719 IR 019 207

Knode, Steve; Knode, Jon-David W.

Using Intelligent Agents To Assist Educators.

PUB DATE- 98

NOTE- 9p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; *Artificial Intelligence; Classification; *Computer Oriented Programs; *Computer Software; Cooperation; Futures (of Society); Information Retrieval; *Information Services; User Needs (Information); World Wide Web

IDENTIFIERS- Browsing; Search Engines; Shopping; Web Sites

This paper begins with background on intelligent agents (software programs built to perform certain specific tasks for the user). A taxonomy that categorizes intelligent agents by the degree of intelligence embedded in the software is presented. Applications of today's intelligent agents are discussed, including specific examples of the following: (1) agents that watch, i.e., look for specific information or events; (2) agents that can learn from observing users' behavior; (3) agents that can retrieve, which are capable of searching for information in an intelligent fashion; (4) agents that can assist in specific tasks; (5) agents that can converse with the user; (6) agents that can collaborate, providing assistance in several areas related to collaboration; and (7) agents that can do comparison shopping. World Wide Web addresses for the agents

ED 425 280 CE 077 458

Case, Clydia
Career Path Guide for Adult Career Choices.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Adult Programs; *Career Change; *Career Choice; *Career Education; Career Ladders; *Employment Qualifications; Interest Inventories; Job Skills; Occupational Clusters; Personality Traits; Records (Forms); *Self Evaluation (Individuals); Values; Vocational Aptitude; *Vocational Interests; Work Attitudes

Intended for adults who are considering career choices or changes, this booklet provides opportunities for self-study and reflection in six career paths. The booklet begins with tips for long-term career survival and myths and realities of career planning. After a brief career survey, readers are introduced to six career paths: arts and communications; business, management, and technology; health services; human services; industrial engineering and technology; and natural resources/agriculture. Next, the interests, abilities, and talents shared by people in each career path are provided along with possible occupations each career path has to offer. Jobs requiring different levels of education and training are listed for each career path. The remaining 60% of the booklet presents and explains a career path road map consisting of seven steps: become aware of the need to make a career move or begin a new career; engage in self-study; explore the world of work; generate choices by gathering information; make a career choice; plan and act on the choice; and evaluate the choice. Self-study materials provided include: a list of 20 questions to ask before changing careers, and self-assessment forms for identifying personal abilities, talents, and functional/transferable, content, and self-management skills. (MN)

ED 425 281 CE 077 459

Farr, J. Michael
America's Top Jobs for People without a Four-Year Degree; Featuring Good Jobs in All Major Occupations and Industries, Fourth Edition.
PUB DATE- 99
NOTE- 452p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Choice; Career Planning; Demand Occupations; *Employment; Employment Level; *Employment Opportunities; Employment Patterns; *Employment Projections; Employment Qualifications; Employment Statistics; *High School Graduates; High Schools; Job Search Methods; Job Training; *Labor Market; Labor Needs; *Occupational Information; Occupational Surveys; Postsecondary Education; Unemployment

This book provides information on the many high-growth jobs that require training beyond high school, but less than a bachelor's degree. A short introduction explains the job descriptions and gives tips on using the book for career exploration and job seeking. The major section of the book provides thorough

Practices; Employer Attitudes; *Literacy Education; Manufacturing Industry; Outcomes of Education; *Partnerships in Education; Program Effectiveness; Program Evaluation; Research Methodology; *School Business Relationship; Student Attitudes; Teacher Attitudes; *Workplace Literacy
IDENTIFIERS- Massachusetts

The Global 2000 project was a 3-year project aimed at improving literacy in five Massachusetts manufacturing companies. At four of the five Global 2000 program sites, an external evaluator conducted focus groups and open-ended interviews with members of the projects' employee involvement teams, previous students, and teachers. The evaluator also reviewed the needs assessment and evaluation documents developed and used at each site. The evaluation established that the classes taught by the educational provider were strong. All sites had partnerships among key stakeholders and a plan and goals statement; however, the extent to which all stakeholders contribute to project goals and activities varied significantly from site to site. The greatest weakness of Global 2000 appeared to be in the area of collecting and analyzing data. It was recommended that the data collection instruments of one of the business partners (Fire Controls) be adopted as a model for the other sites. Only at one site were reviews of the program and its employee involvement team mixed. (Appendixes constituting approximately 50% of this report contain the following: draft focus group protocol; teacher protocol; description of the 12-step evaluation process; goal-setting worksheets; and guidelines for curriculum documentation.) (MN)

ED 425 300 CE 077 537

Maribett, Ron; Kobus, Marilyn
Global 2000 Project. Program Evaluation--Outside Evaluation. Summary of Findings.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 35p.; For the "Formative" report, see CE 077 536.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Education Work Relationship; Educational Practices; *Literacy Education; Manufacturing Industry; *Outcomes of Education; Partnerships in Education; Program Effectiveness; Program Evaluation; Research Methodology; *School Business Relationship; *Workplace Literacy
IDENTIFIERS- Impact Studies; Massachusetts

The Global 2000 project was a 3-year project aimed at improving literacy in five Massachusetts manufacturing companies. To help determine the project's effectiveness, a team of external evaluators analyzed the relationship between the knowledge students gained in the classroom, their actual performance on the job, and the resulting business impact of students' new performance. The evaluation was conducted using a patented approach called Field Action Testing that entailed in-depth interviews with seven students. The interviews, which each lasted 1.5-2 hours, were designed to elicit students' "internal dialogues" (the typically uncommunicated thoughts and feelings that are sometimes difficult to discuss). All students interviewed mentioned pronunciation, grammar, comprehension, reading, and writing as key areas in which they felt they had improved significantly through their participation in the Global 2000 program. The students' increased capacity to take linguistic risks was credited with invigorating the workplace materials to use, and an evaluation process. Learning activities include a motivational activity, teaching vocabulary, and instructional activities. Attachments to lesson plans include glossaries, information sheets, worksheets, transparency masters, and exercises. (KC)

ED 425 319 CE 077 670

Fieldcrest Cannon Workplace Literacy Modules for Dye Tub Operators. Alabama Partnership for Training.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 168p.; For other "Fieldcrest Cannon" guides, see CE 077 669-671.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Calculators; *Communication Skills; Course Content; Fringe Benefits; Learning Activities; Learning Modules; Lesson Plans; *On the Job Training; *Safety; Teaching Methods; *Workplace Literacy
IDENTIFIERS- *Textile Dyeing; *Textile Occupations

This packet contains seven learning modules developed for use in Fieldcrest Cannon workplace literacy classes for dye tub operators. The modules cover the following topics: (1) communications 1; (2) communications 2; (3) general safety; (4) chemical safety; (5) calculator; (6) benefits; and (7) statistical process control. Modules consist of an outline that links specific instructional objectives with learning activities, time needed, resources and materials to use, and an evaluation process. Learning activities include a motivational activity, teaching vocabulary, and instructional activities. Attachments to lesson plans include glossaries, information sheets, worksheets, transparency masters, and exercises. (KC)

ED 425 320 CE 077 671

Fieldcrest Cannon Workplace Literacy Modules for Yardage Binder Operators. Alabama Partnership for Training.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 196p.; For other "Fieldcrest Cannon" guides, see CE 077 669-670.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Calculators; *Communication Skills; Computer Literacy; Course Content; Fractions; Fringe Benefits; Learning Activities; Learning Modules; Lesson Plans; Measurement; *On the Job Training; *Safety; Teaching Methods; *Workplace Literacy
IDENTIFIERS- *Textile Occupations

This packet contains eight learning modules developed for use in Fieldcrest Cannon workplace literacy classes for yardage binder operators. The modules cover the following topics: (1) communications 1 and 2; (2) safety; (3) fractions; (4) statistical process control; (5) measurement; (6) calculator; (7) benefits; and (8) computer. Modules consist of an outline that links specific instructional objectives with learning activities, time needed, resources and materials to use, and an training in language, literacy, and numeracy. The following topics are discussed in the guide's seven sections: the changing workplace (changing work environment; changing roles; changing language, literacy, and numeracy demands of the job); workplace communication skills training (numeracy skills needed by operators, workplace trainers as numeracy teachers); language and literacy in the workplace (definitions; spoken communication, literacy, and computer literacy skills needed by operators; workplace trainers as language and literacy teachers); writing in plain English (purpose, audience, text structure, grammar, thinking about words and phrases); training tips (characteristics of effective trainers, structure of a training session); designing integrated training (identifying language, literacy, and numeracy competence; recognizing language, literacy, and numeracy in competency standards and incorporating them into training delivery and assessment); and providing workplace communication skills training (case studies, program development). Appended are: following: 7 references; addresses of 7 mining training advisory boards; a contact for further information on funding for language, literacy, and numeracy provision; the address to contact New South Wales (NSW) Adult Migrant English Service (AMES); 12 useful resources on language, literacy, and numeracy. (MN)

ED 425 338   CE 077 717

Rosen, David J.
Driver Education for the Information Superhighway. Literacy Leader Fellowship Program Reports. Volume II, Number 2.
PUB DATE- 98
NOTE- 92p.; For other reports in this monographic series, see ED 400 426, ED 402 444, and CE 077 718-721.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adult Basic Education; *Adult Educators; *Adult Literacy; Computer Attitudes; Computer Literacy; Educational Research; English (Second Language); Information Literacy; *Internet; *Literacy Education; Models; *Staff Development; Use Studies; User Friendly Interface; *User Satisfaction (Information); Users (Information)

This document provides reports of projects related to Internet use by adult learners and practitioners. Chapter 1 reports findings of an online survey of 113 adult literacy practitioners actively using the Internet, including difficulties encountered in learning to use the Internet; training or supports that helped; Internet features used by priority; and how the Internet was used for adult education activities. Chapter 2 presents similar findings from a companion research project that used focus groups with 40 practitioners that explored the following topics: motivation for nonusers to use the Internet; new and experienced users' motivation; difficulties encountered; training or supports that helped; and Internet resources/features/sites practitioners felt were useful. Chapter 3 is a summary of results of from focus groups with 21 learners examining how adult literacy/basic education/English for speakers of other languages (ESOL) students in Northern and Southern California and Southern Ohio use the Internet. Findings are grouped as follows: where students get access; why students without access want it; why student Internet users go online; difficulties students encounter; training or supports that help; and Internet resources/sites/features students would like to find.

Russ-Eft); "An Experimental Partnership: Addressing Diverse Needs in a Continuing Education Program" (Meg Karakekes); and "Building Transfer of Training into the Course Design Process" (Linda Smith Rutledge). The cases in part 3 present advanced systemic applications of transfer concepts: "Accelerating Cultural Change for an Engineering Process" (Kenneth W. Finley, Jr.); "Transfer Strategies for Communities: Substance Abuse Prevention" (Steven Seitz); "Building Saturn's Organization-wide Transfer Support Model" (Sharon Wall, Eleanor White); "Cross-Training to Support Organizational Restructuring" (Sandra L. Hastings, Ann Nichols, Alice Carter); "Transfer of Learning Strategies: Clinical Ethics for Nurses" (Cheryl Hall Harris, Patricia Wahlstedt); "Process Coaching: Honda of America's Model to Enhance the Transfer of Knowledge" (Pamela Jones-Morton); "Promoting Transfer through a Network of Problem Solvers" (Gary Schouborg); "Integrated Transfer Strategies for the Professional Selling Skills System" (Edward Del Gaizo); "Critical Transfer Factors for Organizational Change" (Edward W. Jones); "Developing Electronic Performance Support Systems" (Carole Joy Berkson, Wayne Robertson, Autumn Wagner); and "Integrating Training into Operations" (Mary Lippitt, Kay F. Quam). (KC)

ED 425 356 CE 077 799

Whittington, L. Alfons
Workforce Development for Communities in Crisis and Transition: A Case Study of the Windward Islands.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Africa-America Institute's Advanced Training for Leadership and Skills (ATLAS) Conference (Zimbabwe, September 21-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demand Occupations; Developing Nations; *Economic Development; *Educational Needs; Foreign Countries; *Futures (of Society); *Labor Force Development; Postsecondary Education; Secondary Education; Technical Assistance
IDENTIFIERS- *Windward Islands

The Windward Islands (Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines) have taken several approaches to educate the work force and prepare for the technology-driven society of the future. These approaches include government initiatives, such as the governments' commitment to primary education and more recently to secondary education. In addition, community colleges have been established, and citizens also have access to undergraduate and graduate education at the University of the West Indies with campuses in Jamaica, Trinidad, and Barbados. The governments have provided scholarships to higher education and access to training programs for youths who are not going to college. The European Union's Initiative is also designed to assist in the recovery of the Windward Islands' banana industry, as well as to upgrade teaching staff and evaluate and improve training programs. The United States Agency for International Development has worked in the islands to develop a program for academic and technical and vocational training, in both short- and long-term formats. For the Windward Islands' work force to remain competitive in any of the emerging sectors (such as tourism, information processing, banking), retraining must be conducted through a common vision. Planning is required for the year 2010 and for each item. Item analyses and factor structure are reported and discussed. It appears that the Goals Inventory has a different factor structure for high school students than for college students. For both groups there is a distinct factor related to external performance; differences emerge in the area of learning goals. Findings and next steps are discussed. (EMK)

ED 425 377 CG 028 925

McConnell, Stephen C.; Lewis, Katherine L.
Practical Hermeneutic Teaching: Research Methods and Self-Development.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Graduate Students; *Hermeneutics; Higher Education; Inquiry; *Psychology; Research; Self Actualization; Teaching Methods; Therapy

The teaching of inquiry paradigms that supplement traditional rational and empirical approaches is advocated in psychology training settings. This program proposal introduces hermeneutics, an inquiry paradigm focusing on the interpretation of meanings inherent in human action, into the curricula of psychology programs. Two curricula offerings are proposed: (1) research methods classes that teach hermeneutics using a comparative model; (2) small group seminars that apply hermeneutic methods to self-knowledge development. Hermeneutics focuses on the discovery of meaning inherent in human activity, and is appropriate to the study of human action. The end product of hermeneutic inquiry is an interpretive account, as opposed to a formal set of rules (rationalism) or a causal law (empiricism). Its ability to capture the subtle, complex, and contextual qualities that are unique to human action and experience are seen as especially valuable for students in clinical training. Intended as a contribution to the knowledge base from which educational programs in psychology are developed, this proposal provides an overview and a diagram of the hermeneutics inquiry process. (EMK)

ED 425 378 CG 028 926

Maxson, Thomas Z.
Parenting Style: Effects on Children's Views of Authority.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; *Child Rearing; Children; College Students; Higher Education; Individual Development; Parent Student Relationship

Children's development and future views have been found to be affected dramatically by the actions and styles of parenting they experience. The relationship between parenting style and a person's later view of authority is explored in this study using two self-report measures (N=109). It was hypothesized

ED 425 397 CG 028 965

Schwartz, Robert A., Ed.; Bryan, William A., Ed.
Strategies for Staff Development: Personal and Professional Education in the 21st Century.
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Continuing Education; Individual Development; Professional Education; *Staff Development; *Student Personnel Workers

Central to the delivery of quality learning opportunities and services for students in the next century is an educated, energetic, motivated management and support staff in tune with their campus milieu and committed to their institution's mission. This volume explores the nature of staff development and emphasizes the fact that staff development takes place on different levels, in different settings, from individuals to national associations. It is meant to generate discussion, thought, and questions regarding staff development. Chapter topics include: (1) "What Is Professional Development?" (R. A. Schwartz, W. A. Bryan); (2) "Performance-Based Approaches to Human Resource Development" (T. A. Holmes); (3) "Staff Supervision and Professional Development: An Integrated Approach" (R. B. Winston, Jr.; D. G. Creamer); (4) "Creating a Culture of Development for the New Professional" (P. J. Harned, M. C. Murphy); (5) "Influence and Impact: Professional Development in Student Affairs" (D. L. Cooper; T. K, Miller); (6) "Using Self-Reflection for Personal and Professional Development in Student Affairs" (J. E. Nottingham); (7) "A Model of Staff Development in Student Affairs" (B. Grace-Odeleye); and (8) "Some Final Thoughts about Staff Development" (W. A. Bryan, R. A. Schwartz). (EMK)

ED 425 398 CG 028 968

Walz, Garry R.
China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 132p.; For individual papers, see CG 028 969-983.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Education; Educational Change; Educational Improvement; *Educational Innovation; Foreign Countries; *Instructional Innovation; Intercultural Communication
IDENTIFIERS- *China

This book contains papers presented by educators during the China-U.S. Conference on Education in July, 1997. Only papers prepared by American authors were received and included in this collection. Chapters included are (1) "Art, Education, and Community: Arts Genesis, Inc." (C. S. Kestler); (2) "Applications of Portfolio Assessment in a Teaching and Nursing Program" (P. Ashelman, C. Dorsey-Gaines, G. Glover-Dorsey); (3) "Creative Dance Improvisation: Fostering Creative Expression, Group Cooperation, and Multiple Intelligences" (M. A. Brehm, C.

ED 425 419 CS 013 305

Miele, Tony; Murphey, Adrianne; Williams, Bart
The Interdependence of Reading, Writing and Spelling.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Emergent Literacy; Reading Improvement; *Reading Instruction; Reading Research; *Reading Writing Relationship; *Spelling Instruction; Writing Improvement; *Writing Instruction; Writing Research

The more children read, the more they write and the better they spell. As the quality of a child's reading content rises, so does his or her writing. Emergent literacy research suggests that reading and writing occur simultaneously and encourage the growth of one another. Research has also concluded that writing frequently for authentic purposes cultivates a student's value of correct spelling. It is sound practice to address reading, writing, and spelling as a whole, a practice based in evidence that they are inextricably linked. Support and encouragement given to readers and writers improves their spelling, validating reading as an indispensable tool in learning to write and spell. Contains 9 references. (RS)

ED 425 420 CS 013 308

Dombey, Henrietta; Moustafa, Margaret
Whole to Part Phonics: How Children Learn To Read and Spell.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Context Clues; Foreign Countries; Instructional Improvement; *Phonics; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Strategies; *Spelling; Teaching Methods; Word Study Skills

Intended for teachers in primary education, this book draws together the most helpful contemporary thinking and research evidence about the learning and teaching of reading, especially in relation to graphophonics, and shows how these findings can be translated into effective classroom practices. The book summarizes evidence on how children learn about letter-sound relationships and their use. The book states that, by drawing on children's wider experience of reading and on their preferred modes of learning, whole-to-part phonics offers an exciting alternative where students focus on the construction of meaning rather than the decoding of text. Following an introduction, part one contains three sections: "How Phonics Works in English" (Henrietta Dombey); "Whole-to-Parts Phonics Instruction" (Margaret Moustafa); and "Learning to Spell" (Olivia O'Sullivan). Part two contains sections labeled "Ages 4-6" (with subsections on Classroom Contexts, Whole Words in Context, From Whole to Part, and From Part to Whole); and "Ages 6-8" (with subsections on Classroom Contexts, From Whole to Part, From Part to Whole, Children with Literacy Difficulties, and Summary of Classroom Activities). (Contains 17 references.) (CR)

*National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Iowa; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Iowa, 2,759 students in 107 public schools and 327 students in 16 non-public schools were assessed. This report describes the reading proficiency of Iowa fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Iowa on the NAEP reading scale was 223 compared to 212 nationwide. (SR)

ED 425 435 CS 013 325

NAEP 1994 Reading State Report for Kentucky. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Kentucky; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in

(Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New York; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New York, 2,495 students in 96 public schools were assessed. This report describes the reading proficiency of New York fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in New York on the NAEP reading scale was 212 compared to 212 nationwide. (NKA)

ED 425 449 CS 013 339

NAEP 1994 Reading State Report for North Carolina. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 210p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *North Carolina; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' reading proficiency of Guam fourth-graders and compares their overall performance to students in the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Guam on the NAEP reading scale was 181 compared to 212 nationwide. (SR)

ED 425 463 CS 013 353

NAEP 1994 Reading State Report for Department of Defense Education Activity Overseas Schools. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 194p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Department of Defense Education Activity Overseas Schools (DoDEA), 2,413 students in 81 public schools were assessed. This report describes the reading proficiency of DoDEA fourth-graders and compares their overall performance to students in the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on:

identities for the reader by exploiting the formal aspects of the chosen discourse medium. It contends that shifting discourse from one forum to another without critical examination of the chosen media is dangerous. Administrative communication, it is suggested, like any writing tool used in or out of the classroom, requires critical attention as it is used. (NKA)

ED 425 481 CS 509 942

Long, Toni
"Date with an Angel": A Non-Verbal Communication Teaching Tip.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the Eastern Communication Association (89th, Saratoga Springs, NY, April 23-26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Communication Skills; Discussion (Teaching Technique); *Films; High Schools; Higher Education; Instructional Effectiveness; *Nonverbal Communication
IDENTIFIERS- *Film Viewing

This paper presents a strategy for teaching non-verbal communication skills to students in high school or college. The strategy uses the movie "Date with an Angel" to teach the non-verbal skills. According to the paper, the activity can be used at the beginning of a unit or course to get the students interested in important concepts/aspects of non-verbal communication, or it can be used at the end of the unit/course to review the specific concepts studied. The paper states that the movie provides examples of eye gaze, facial expression, spontaneous communication, kinesics, and physical appearance. It points out the examples of each concept in the movie and recommends leading a class discussion after showing the movie clips. (Author/NKA)

ED 425 482 CS 509 943

Gates, Denise
Diversity Issues in Teaching: Cultural Sensitivity in the Classroom.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Teachers; *Classroom Communication; Classroom Environment; *Cognitive Style; Cultural Background; *Cultural Differences; Diversity (Faculty); Higher Education; Instructional Effectiveness; *Teacher Student Relationship
IDENTIFIERS- African Americans; *Cultural Sensitivity; European Americans; Faculty Attitudes; Learning Environment; White Teachers

This paper examines the classroom interactions between students and instructors of different cultural backgrounds and offers insights as to how instructors might maximize their effectiveness with diverse groups. Inspired by the lived organization, but to tell the story of CCSR and its attempts to encourage and enable schools to focus on ensuring that every child not only receives a good education but also learns in powerful ways. The paper begins with a description of the methodology, including qualitative written surveys and telephone interviews, and the guiding questions, procedures, and data-analysis techniques that were used. Forty-one individuals who held various positions in the restructuring were identified from around California to participate in the study. The findings identified numerous themes, which are organized around the four guiding questions: What is unique about CCSR as an organization? What work is being done by CCSR? What factors have shaped the development of CCSR activities? and What work remains to be done? The themes that emerged include CCSR's belief that California's restructuring initiative must center on, start from, and flow from learning and teaching and that CCSR embraces a nondirective approach to promoting change. Almost all site administrators or teachers spoke favorably of various statewide activities sponsored by CCSR. Some of the lessons learned include the need to give schools ample time to restructure and recognizing the strengths and weaknesses of modeling as a reform strategy. (Contains 30 references.) (RJM)

ED 425 501   EA 029 284

Skrla, Linda
The Social Construction of Gender in the Superintendency.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Educational Administration; Elementary Secondary Education; Leadership Styles; Public Schools; *Role Perception; *Sex Bias; Social Influences; *Superintendents; *Women Administrators
IDENTIFIERS- Gender Issues

Social constructions of sexism many times become evident in a public school system when the superintendent is a woman. This paper offers a view of sexism from the perspective of women superintendents. The text discusses the distinction between sex and gender and how the role of the superintendent itself is a socially constructed position. A study here drew on interviews with three former women superintendents; each woman was interviewed three times. The findings examine generally accepted constructions of femaleness; rules of exclusion; silence; counter constructions of femaleness; the social construction of the superintendency; male constructions of the superintendency; counter constructions of the superintendency; interactions of the constructions of female gender and the superintendency; opposing constructions of femininity and the superintendency; social discourse; and leadership styles. The results show that the women in the study seemed to simultaneously embrace and reflect the prevailing constructions of femaleness where stereotypically feminine characteristics were described as points of pride and sources of strength. The women were aware of the discriminatory nature of the social constructions of the superintendency and dealt with this as part of their daily lives. (Contains 54 references.) (RJM) practice both emphasize the importance of conceptual conflict, a "perturbation," or problem as stimulus for learning. The principles of constructivism and reflective practice suggest that these general strategies lead more effectively to learning in which the ultimate goal is competent action or improved performance. These strategies are effective because they redefine the purpose of learning, and their application in the professional development setting facilitates the integration of theory into practice. (RJM)

ED 425 519 EA 029 484

Osterman, Karen F.
Student Community within the School Context: A Research Synthesis.
PUB DATE- 98
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; *Educational Environment; Elementary Secondary Education; Literature Reviews; Student Attitudes; Student School Relationship; *Student Welfare
IDENTIFIERS- *Belongingness

Ways in which a sense of community can be fostered within a school are examined in this literature review. The text opens with an overview of the conceptual framework and rationale for community, focusing on the collegiality among students rather than among adults or between adults and students. The sources used for the review were identified by searching the ERIC and PsychLit databases and by examining references in published studies. Most of the sources had been published in peer-reviewed journals and books, and they address two major areas of inquiry: those dealing directly with belongingness (a psychological variable measured by examining students' perspectives about their own experience) and those that do not deal directly with belongingness but shed light on various aspects of it. The review describes research addressing the need for belongingness, including the development of basic psychological processes; attitudes, beliefs, and behaviors related to school success; attitudes toward self and others; participation and engagement; achievement; students' sense of community in school; peer relationships, their development and importance; structuring schools and classes to support student community; the classroom climate; authority relations and autonomy; and other organizational characteristics. (Contains 91 references.) (RJM)

ED 425 520 EA 029 485

Glazerman, Steven M.
School Quality and Social Stratification: The Determinants and Consequences of Parental School Choice.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Standards; *Educational Improvement; Elementary Secondary Education; Low Income Groups; Program Evaluation; School Administration; *Urban Education
IDENTIFIERS- Northern Ireland (Belfast); *Raising School Standards (Northern Ireland)

In 1994, the Minister for Education in Northern Ireland announced a major school improvement initiative for Belfast, Raising School Standards (RSS). Aspects pertaining to the management of this school improvement initiative, including the launch and selection of 14 project schools, are examined here. The paper analyzes the process of action planning in schools and addresses three of the initiative's goals: the quality of school management; teaching and learning; and educational standards. Described in detail are the external evaluation of the RSS initiative; the launching of the initiative; the selection of the schools, which included secondary and primary schools; schools' reactions to being included in RSS; the schools' action plans and the elements within the action plan; implementing and improving the action plans; the impact of RSS as indicated by baseline measures, internal evaluations, and questionnaire data; the impact of RSS on school management; areas in which RSS appears to have had the least impact; the impact of RSS on teaching and learning, including curriculum development and teachers' focus on learning; the impact of RSS on secondary school examination results and teachers' focus on pupil outcomes; and the legacy of RSS and challenges for the future. Conclusions reveal mixed findings. (Contains 64 references.) (RJM)

ED 425 540 EA 029 517

Resnick, Michael A.
Why Vouchers Won't Work: A Tool Kit for School Board Members.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; Educational Economics; Educational Finance; *Educational Vouchers; Elementary Secondary Education; Financial Policy; Public Schools; *School Choice; School Support

This guide is intended to help public school leaders sort through the arguments that voucher proponents advance, examining who supports vouchers, what kinds of voucher proposals are surfacing, and what arguments proponents typically offer in their campaigns. The text gives public-school advocates the tools to recognize and refute the fallacies that voucher advocates advance. It provides the background to vouchers, describing why vouchers receive so much attention in urban areas and the broader political underpinnings of the pro-voucher movement. Reasons to oppose vouchers, including the claims that they undermine the unique value of public education, waste taxpayers' dollars, and promote a divided

Genetic Issues in Mental Retardation, 1996-1997.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Civil Rights Legislation; *Counseling; *Disability Discrimination; Etiology; *Genetics; Legal Problems; *Mental Retardation; Public Policy; *Screening Tests; State Legislation
IDENTIFIERS- Americans with Disabilities Act 1990; Genetic Diseases; *Human Genome Project

This document consists of the first six issues of a newsletter, which discusses current knowledge about and concerns related to genetics and mental retardation. The second issue addresses the problem of genetic discrimination. The third issue considers genetic testing, screening, and counseling. The fourth issue addresses genetic privacy issues. The fifth issue discusses Fragile X syndrome. The sixth issue discusses genetherapy and mental retardation. (DB)

ED 425 563 EC 306 572

Searls, Evelyn F.
How To Detect Reading/Learning Disabilities Using the WISC-III.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disability Identification; Elementary Secondary Education; *Intelligence Tests; *Learning Disabilities; *Reading Difficulties; *Student Evaluation; *Test Content; *Test Interpretation; Test Reliability
IDENTIFIERS- *Wechsler Intelligence Scale for Children III

This monograph describes the third edition of the Wechsler Intelligence Scale for Children (WISC-III) and its relationship to reading/learning disabilities. It is designed for educators and students in education who want to go beyond the numerical values of the WISC-III intelligence quotients and understand the implications of the scores for the assessment and instruction of individual students. Chapter 1 discusses the use of intelligence tests and the WISC-III. The organization and administration of the WISC-III are addressed in Chapter 2. Chapter 3 describes each subtest as to the task involved, what purportedly is being measured, method of scoring, possible implications of high and low scores, and suggested relationships to reading. Chapter 4 presents procedures for analyzing WISC-III scores as a means of generating hypotheses about students' cognitive strengths and weaknesses that may affect reading ability. The final chapter discusses the research base by providing an overview of the research literature on the WISC series and reading/learning disabilities. Appendices include a WISC-III record form, a WISC-III data sheet, and an evaluation form that includes abilities measured by two or more WISC-III subtests. (Contains 74 references.) (CR)

ED 425 564 EC 306 607

change the social arrangements and interactions of special education students and teachers assigned to a predominantly Mexican-American, low-income seventh grade campus of 520 students. The project investigated how to improve the learning environments of students at risk of being placed in special education and what is needed to create more inclusive learning environments for special education students. The Miller Secondary School Model of Inclusion includes adults as co-teachers in the classroom and minimizes the need to pull students out of the classroom. It includes four major components: collaborative teaming, professional development for general education teachers, self-advocacy program for students, and close monitoring of students. Results found: (1) new confidence and expertise was gained by general education teachers through the staff development and the on-site assistance provided by the special education teachers; (2) general education teachers found special education consultants contributed greatly to enhancing classroom instruction; (3) the referral rate for special education testing and placement decreased 46 percent in one year; and (4) a random sample of students over the past three years indicated 80 percent had no change in their grades or had improved their grades. (CR)

ED 425 581 EC 306 921

McFarland, Valere
An Investigation of the Problem of Identification in the Under-Representation of Culturally Diverse Students in Gifted and Talented Programs in Utah Schools.
PUB DATE- 98
NOTE- 104p.; Master's Research Project, Weber State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Academic Ability; Cultural Awareness; Cultural Differences; Equal Education; Evaluation Methods; *Gifted; Gifted Disadvantaged; Grade 5; Intermediate Grades; *Minority Group Children; Multiple Intelligences; Socioeconomic Status; *Student Evaluation; *Talent; Teacher Attitudes
IDENTIFIERS- Alternative Assessment; *Underrepresentation; Utah

This paper presents the findings of a study that investigated whether members of culturally diverse populations could be more adequately represented in elementary gifted and talented programs through the use of a non-traditional assessment method. Teachers nominated students for gifted programs from multiple assessments and observations. The entire student population (n=199) was then assessed with a Multiple Intelligences (MI) assessment instrument. The demographics of the participants of the study represented high minority, high mobility, lower socioeconomic status students from fifth-grade classrooms in six Utah schools. Although the teachers were presented with materials on MI theory, the majority of their identifications were based on students' academic abilities in linguistics and logical-mathematics. The MI assessment instrument did not differentiate between gifted nominated children and non-nominated children; therefore, no inferences could be made about students' abilities. The study did show that classroom teachers are interested in identifying intelligences and degrees of expertise in students; however, they need proper training and appropriate assessment instruments in order to do so. The need for appropriately designed, intelligence fair, and culturally unbiased assessment

Assessment; Elementary Secondary Education; *Evaluation Criteria; Input Output Analysis; Outcomes of Education; Recordkeeping; School Effectiveness; Special Education; *Student Participation; *Teacher Attitudes; Teacher Participation
IDENTIFIERS- Alternative Assessment; *Testing Accommodations (Disabilities)

In the mid 1990s, the National Center on Educational Outcomes worked with stakeholder groups to establish a set of criteria for use in large-scale assessments. The criteria addressed issues of the participation of students with disabilities in the assessments, assessment accommodations, and the reporting of results for students with disabilities. This study examined the extent to which the criteria were perceived to be desirable and feasible. A national sample of 222 administrators, teachers, and other Individualized Education Program team members rated the criteria for desirability and feasibility. The average rating of desirability for the criteria was high, with three main exceptions: (1) specific criteria that were seen as less desirable, such as global statements about including all students in assessments; (2) statements that were seen as less feasible than others included those rated low in desirability, as well as statements that called for parent understanding of the issues and record-keeping of accommodations provided; and (3) all criteria but one were rated as significantly less feasible than desirable. Criteria rated high on actual use included those focused on making individual decisions about students or on documentation of the decisions. (Author/CR)

ED 425 599 EC 306 940

Willard-Holt, Colleen
Gifted Education and the Law. PAGE Bulletin.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Court Litigation; Definitions; Due Process; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Gifted; Individualized Education Programs; Special Education; *State Legislation; *Talent
IDENTIFIERS- Jacob K Javits Gifted Talented Stdnt Educ Act 1988; *Pennsylvania

This bulletin explores the current status of federal and state, especially Pennsylvania, legislation and recent court decisions pertaining to gifted education. It notes the existence, at the federal level, of only one law related to gifted education, the Jacob Javits Act of 1988 which, however, does not mandate the creation of special programs and fails to provide due process rights. The brief review of legislation in various states finds that all 50 states have formulated policies in the form of legislation, regulations, rules, or guidelines that support education of the gifted and that 33 states mandate gifted education with widely divergent provisions and levels of funding. Pennsylvania currently mandates gifted education and, like 22 other states, places it under the umbrella of special education, thus providing the same procedural safeguards as are provided for children with other exceptionalities. A review of Pennsylvania court cases finds that they support the requirement that services be driven by an individualized education program based on student needs. A Connecticut case is

DESCRIPTORS- *Air Conditioning; Building Operation; *Cost Effectiveness; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; *Energy Management; *Heating; Planning; Public Schools
IDENTIFIERS- *Geothermal Heat Pumps

The geothermal heat pump (GHP) is winning praise for its ability to help schools reduce energy costs while providing a clean, comfortable, quiet, and aesthetically pleasing heating and cooling capability. This pamphlet examines the benefits of installing a GHP system in new and existing school facilities, suggests the type of planning and partnerships needed for forming a GHP project, and discusses the assessment process for valuing a GHP system. Finally, the pamphlet examines how using the GHP system in the United States can ultimately reduce energy costs for fossil fuels and strengthen the country's economy, while lowering air pollution levels. Appendices list national GHP groups and associations that can provide support and information for a GHP effort and the names of schools in each state that already are GHP equipped. (GR)

ED 425 619 EF 005 116

Agle, Elizabeth; Galbraith, Susan
Building Air Quality: A Guide for Building Owners and Facility Managers.
PUB DATE- 91
NOTE- 234p.; For a related "Action Plan", see EF 005 117.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; *Building Operation; Data Collection; Documentation; Facility Guidelines; *Facility Improvement; Organizational Communication; Planning; Problem Solving; *Quality Control
IDENTIFIERS- *Indoor Air Quality

The past two decades have witnessed increased concerns over the health and comfort of indoor air quality (IAQ), but little indoor air-related information has been targeted at building owners and facility managers of public and commercial buildings. This manual, specifically created for such a population, provides guidance on preventing, identifying, and correcting IAQ problems. The manual is divided into three topic areas. The first provides introductory material that explores the factors affecting IAQ and the organizational communication required for identifying potential IAQ problems. The second area advises building owners and facility managers who currently do not have an air-quality problem on how to prevent IAQ problems from arising. The development of an IAQ profile and the management of buildings for good IAQ are discussed. The third area provides guidance for resolving current air quality problems, such as diagnosing and mitigating IAQ problems and guidance on hiring IAQ professional assistance. Two sections containg 7 appendixes and 15 forms (checklists, profiles, worksheets, etc.) comprise half of the document. Fix appendixes discuss: (1) common IAQ measurements; (2) HVAC systems and indoor air quality; (3) moisture, mold and mildew; (4) asbestos; and (5) radon. The other two appendixes are: (1) a glossary and list of acronyms; and (2) a list of resources. (GR)

ED 425 620 EF 005 117

IDENTIFIERS- *Dewey (John); Postmodernism

Drawing on writings by recent post-modernist thinkers and semioticians, this paper focuses on a combination of hermeneutic and semiotic viewpoints and applies them to defining the nature of interpretation in an educational setting (e.g., text interpretation), the interpreter, and the essence of the act of comprehension and interpretation. The main examples discussed come from English as a foreign language and blend aspects of Dewey's educational thinking with the hermeneutic approach. (Contains 15 references.) (CNP)

ED 425 642 FL 025 554

Lee, Stephen K.
The Linguistic Minority Parents' Perceptions of Bilingual Education.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual International Bilingual/Multicultural Education Conference (27th, Dallas, TX, February 24-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Bilingual Education; Educational Attitudes; Educational Objectives; Elementary Education; *English (Second Language); Hispanic Americans; Immigrants; Junior High Schools; Knowledge Level; *Language Minorities; *Language Role; Middle Schools; Multicultural Education; *Parent Attitudes; Public Schools; Questionnaires; Second Language Instruction; Second Language Learning; Spanish; *Student Placement; Surveys
IDENTIFIERS- Hispanic American Students; Latinos; Los Angeles Unified School District CA

A study examined linguistic minority parents' views on bilingual education, motivated by recurrent controversy surrounding public school provision of bilingual education for language minority students. Multiple-choice questionnaires in English and Spanish were answered by 299 Latino parents whose children were enrolled in bilingual education classes at six elementary and four middle schools in the Los Angeles (California) area. Responding parents had been in the United States an average of 13 years. About 73 percent of the children were foreign-born. The questionnaire asked about parents' understanding of the goals, objectives, and design of bilingual education programs and their views on appropriate Spanish and English language use in the bilingual classroom, desired language skills for their children, and preferences concerning bilingual and regular education. Results indicate that the majority (83 percent) supported bilingual education, and about three-quarters felt use of two languages facilitated development of English skills. Two-thirds reported that if given the option of enrolling their children in mainstream classes, they would prefer this placement. The questionnaires are appended. (Contains 10 references.) (MSE)

ED 425 643 FL 025 556

Met, Myriam, Ed.
Critical Issues in Early Second Language Learning: Building for Our Children's Future.
PUB DATE- 98
NOTE- 362p.

Cooperative Learning; English (Second Language); Hospitality Occupations; *Hotels; *Housekeepers; Independent Study; Interpersonal Communication; *Literacy Education; Second Language Instruction; Skill Development; Small Group Instruction; Student Evaluation; Student Projects; Vocabulary Development; *Vocational English (Second Language)
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

Classroom techniques for teaching vocational English as a Second Language to hotel housekeepers are offered. The materials consist of a list of specific performance outcomes (use of content language to make verb/object combinations of hotel housekeeping tasks, use of functional language to create communication strategies for negotiation and planning), communication teaching points, and targeted SCANS (Secretary's Commission on Achieving Necessary Skills) competencies, and a ten-step procedure for teachers to use in preparing and implementing an instructional unit. The steps cover such activities as anticipating student needs, preparing materials, building language use patterns in the classroom, forming student teams or groups, building discussions within groups, using independent study, setting goals, debriefing the groups, evaluating progress, and celebrating accomplishment. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 662 FL 801 270

Price-Machado, Donna
SCANS: The Missing Link.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Class Activities; *Classroom Communication; Classroom Techniques; Educational Objectives; *Relevance (Education); Second Language Instruction; *Student Participation; *Vocational English (Second Language)
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

Three specific classroom techniques for teaching vocational English as a Second Language to adults are discussed. They are three items on the SCANS (Secretary's Commission on Achieving Necessary Skills) list of "easy things" to do to integrate workplace basics into the classroom, designed to encourage a student-focused classroom. They include: (1) starting each class with an agenda on the board, to communicate what is scheduled for the class session and allow for discussion or negotiation of expectations; (2) putting students in teams and assigning teams classroom maintenance jobs, to promote student involvement and help develop interpersonal skills; and (3) concluding every lesson by calling attention to the relevance of the lesson and the classroom activities to student lives, to focus student attention on what has been learned. Some specific procedures are suggested. The complete list of ten "easy things," a sample classroom schedule, and some classroom questions for the discussion of lesson relevance are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 663 FL 801 271

Marshall, Brigitte
How Can ESL Teachers Respond to Welfare Reform?

and benchmarks for each indicator and each institution. Overall conclusions of the report were positive concerning efforts of institutions toward meeting benchmark indicators. The report offers two major recommendations: first, that the General Assembly hold hearings to identify areas of performance that are of concern; and, second, that the Commission be authorized to create a performance funding grant during the budget process. (Appendices contain: a list of indicators and definitions; guidelines for benchmarks; and an institutional performance accountability report format.) (DB)

ED 425 682 HE 031 732

Brown, Patricia Q.
Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts, 1996-97. E.D. Tabs.
PUB DATE- 98
NOTE- 46p.; For the 1994-95 report, see ED 409 785.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Full Time Faculty; Higher Education; Private Colleges; Public Colleges; Sex Differences; Surveys; Tables (Data); *Teacher Salaries; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents 13 tables of data about college faculty salaries for 1996-97 based on data from the Integrated Postsecondary Education Data System. Among the findings concerning average faculty salaries are the following: the average salary for all ranks combined in degree-granting institutions was $50,829; male faculty averaged about $10,000 more than female faculty over all ranks; over all ranks, faculty in private degree-granting institutions had higher average salaries than faculty in public degree-granting institutions; faculty in four-year degree-granting institutions had significantly higher salaries than those in two-year institutions; faculty salaries in public institutions in Connecticut and New Jersey averaged over $60,000, whereas salaries in Arkansas, North Dakota, South Dakota, and Wyoming were under $40,000; between 1995-96 and 1996-97 faculty salary increases, on average, did not keep pace with inflation; from 1992-93 to 1996-97 only the salaries of assistant professors and instructors failed to keep pace with inflation. Individual tables present data broken down by such factors as state, academic rank, sex, and public or private status. Two appendices provide a description of the survey, information on methodology, and the survey instrument. (DB)

ED 425 683 HE 031 733

Horn, Laura J.
Stopouts or Stayouts? Undergraduates Who Leave College in Their First Year. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Freshmen; *Dropout Characteristics; Dropout Rate; Dropout Research; Enrollment Rate; Higher Education;

tools on the Internet, WWW constructivist project design, WebQuests, using the Web for learning, authentic science investigations on the Web, Hands-On and Far-Out Physics, digital portfolios, and helping students assess their thinking; (4) Classroom and System Connections -- netcourses in virtual high schools, learning for the 21st century, and the information age school; and (5) Resources -- basic information on emerging technologies. (DLS)

ED 425 702 IR 019 122

Saunders, Nancy G.
Learning Strategies for Coping with Computer Technology in a Distance Learning Environment.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; *Computer Assisted Instruction; *Computer Mediated Communication; Constructivism (Learning); Courseware; *Distance Education; Educational Technology; Graduate Study; Higher Education; Information Management; Information Technology; *Learning Strategies; Student Attitudes; Student Surveys; World Wide Web
IDENTIFIERS- Ball State University IN; Descriptive Research; *Learning Environments; Networking; Resource Management; Web Sites

This descriptive study examined the meaning of student responses to computer-mediated communication in a distance learning setting. The theoretical framework of the study was based on social and collaborative learning theories within a constructivist perspective. Participants were 13 studio and 24 off-site students enrolled in a distance learning graduate course taught at Ball State University (Indiana) and transmitted to five distant sites, using two-way audio and one-way video signals. Out-of-class interactive instructional opportunities were provided via a World Wide Web site, the Class Page, which included group discussion, project sharing, corresponding with instructors, peers, and experts, and Internet exploration. Participants were surveyed and interviewed in order to collect descriptions of learner experiences with the Class Page. Cognitive learning strategies employed by students included managing the computer environment (i.e., management of computer-based information and the computer's text-based environment) and management of personal resources (i.e., investment of effort and management of time). Interpersonal networking was an affective learning strategy described by participants as a way of coping with the Class Page environment. It was concluded that computer-mediated communication, distance course design, learner characteristics, and the design and interactive potential of the computer component influenced the cognitive and affective strategies developed by course participants. (DLS)

ED 425 703 IR 019 123

Baumlin, Tita French
MTV in the Composition Classroom.
PUB DATE- 98
NOTE- 13p.

described are listed. (AEF)

ED 425 720 IR 019 208

Kuntz, Richard
Lessons Learned: Formal Computer Laboratory Exercises.
PUB DATE- 98
NOTE- 12p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assignments; Business Administration Education; *Computer Assisted Instruction; Computer Centers; Cooperative Learning; Course Evaluation; Course Objectives; Higher Education; Instructional Design; Laboratory Experiments; *Mathematics Instruction; *Problem Solving; Questionnaires; Student Attitudes; Student Surveys; Teaching Methods; Teamwork
IDENTIFIERS- Laboratory Content; Monmouth University NJ; Technology Integration

This paper discusses some of the issues involved and lessons learned in including a formal computer laboratory component in a freshman mathematics course for business administration students at Monmouth University (New Jersey), focusing on both the technical and the pedagogical aspects of the component of the course. The concept is modeled after traditional physics and chemistry laboratory exercises. Students are expected to attend a scheduled laboratory session supervised by the instructor. They are encouraged to work in teams of two to three students and are required to submit a formal laboratory report for the team. The laboratory exercises involve solving problems that resemble "real world" situations with data that is beyond paper-and pencil solution techniques. The exercises require a written conclusion or a recommendation for action for the simulated problem. Students are expected to do a reasonable amount of work each week; this concept is reinforced with a 30-minute quiz one week and a formal laboratory assignment the next. While no formal pre- and post-analysis or control group comparisons were conducted, student surveys indicated that more than 90% of students would recommend the "technology-infused" course to others. The Course/Instructor Evaluation questionnaire and responses are appended. (Author/AEF)

ED 425 721 IR 019 209

Lang, Kathy J.; Bielejeski, Ruth
Student Support that Works: A Solid Approach.
PUB DATE- 98
NOTE- 8p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Centers; Computer Networks; Computer Uses in Education; Cost Effectiveness; Educational Technology; Employees; Higher Education; Information Services; *Information Technology; Mentors; Personnel Selection; Program Development; Program

descriptions of 165 jobs that do not require a four-year college degree. Each description gives information on working conditions, skills required, projections for growth, training or education needed, typical earnings, and other information. Section two offers career planning and job search advice, including tips on exploring career options, defining your ideal job, writing resumes, getting interviews, answering problem questions, surviving unemployment, and much more. Three appendixes contain the following: (1) articles of interest about labor market trends, high-earning workers who do not have a bachelor's degree, a guide to training for high school graduates, and information on cooperative education; (2) a brief overview of major employment trends and a chart with details on 500 major occupations, including data on earnings, employment growth, education required, unemployment rates, and more; and (3) employment trends within major industries. A bibliography reviews 513 career-related books, software, and Internet sites. (KC)

ED 425 282   CE 077 492

Markowsky, Mary E.
Self-Directed Workplace Literacy Distance Learning for
  Developmental Disabilities Workers: External Formative
  Evaluation Design.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 11p.; For related documents, see CE 077 493-494.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Caregivers; *Developmental
  Disabilities; *Distance Education; Evaluation Criteria;
  *Formative Evaluation; Labor Education; Literacy Education;
  Models; Partnerships in Education; Program Effectiveness;
  Unions; *Workplace Literacy
IDENTIFIERS- *Developmental Aides

The formative evaluation of the Self-Directed Literacy Distance Learning for Developmental Disabilities Workers project is intended to assess the effectiveness of the course materials, operations process, and implementation. Designed to provide 96 hours of workplace literacy training to 426 developmental disabilities workers in about 80 state-operated workplaces, the project is a partnership between the Center for Advanced Study of Education and the Civil Service Employees Association, Inc., with the New York State Office of Mental Retardation and Developmental Disabilities. Observations and interviews would be conducted to evaluate effectiveness of the project and components, including samples of e-mail communications conducted with students. Interviews of the project director, educational technology specialist, coordinators, and project partners would be conducted during the initial stage of the project and in the fall. This formative evaluation consists of a multi-site study. Critical factors would be identified and evaluated by sample site and across sample sites. Comparison data would be collected to evaluate whether the access and use of the computer as an additional option made a difference in student attitudes and achievement. The two of the seven Developmental Disabilities Service Offices without computer access would be the control group. A preliminary observation criteria list with sample criteria for the physical and human environments has been compiled; interview questions have been developed for instructors and participants. (YLB) with a new level of productivity. Teaching practices that students considered helpful were identified along with several teaching practices that students considered barriers to learning in the classroom. (Appendixes constituting approximately 60% of this report contain the following: description of the research methodology; costing illustration; and highlights of the project's business impact.) (MN)

ED 425 301 CE 077 561

Global 2000 Project. Adult Diploma Program Materials: Post-Assessment Survey.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 12p.; For the "Pathways" collection of student stories, see CE 077 562.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Programs; Adult Students; Basic Skills; *Education Work Relationship; *Educational Attitudes; Employment Patterns; Graduate Surveys; *Graduates; *High School Equivalency Programs; Manufacturing Industry; *Outcomes of Education; Partnerships in Education; Questionnaires; School Business Relationship; Skill Development; State Programs; Two Year Colleges

The Adult Diploma Program is a high school equivalency program that is operated as a partnership between the Continuing Education Institute in Watertown, Massachusetts, and five area businesses. In early 1997, 36 of the program's 40 graduates were surveyed regarding their activities since graduation and their views of the program's usefulness to them and others. Of the 36 graduates surveyed, 13 (36%) had changed jobs since graduation, 9 (25%) had already been promoted since graduation, 14 (39%) had more responsibility on their jobs, 12 (33%) were continuing their education, and 17 (47%) were planning to continue their education. Four respondents were enrolled in college or technical school and working toward a degree. Of the respondents, 25 (69%) credited the program with improving the reading skills they use at work, 25 (69%) credited it with improving the writing skills they use at work, and 21 (58%) credited it with improving the math skills they use at work. In addition, 24 (67%) of respondents believed that the program's life employment workshop helped them decide on future employment goals, and 30 (83%) recommended the program to others. (A copy of the questionnaire, complete with the responses obtained, is included.) (MN)

ED 425 302 CE 077 562

Global 2000 Project. Pathways. Adult Diploma Program Student Books.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 67p.; For the "Post-Assessment Survey", see CE 077 561.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Creative Writing; Decision Making; Essays; Expository

evaluation process. Learning activities include a motivational activity, teaching vocabulary, and instructional activities. Attachments to lesson plans include glossaries, information sheets, worksheets, transparency masters, and exercises. (KC)

ED 425 321 CE 077 679

Faulkner, Cynthia
National Workplace Literacy Program 1994-1997. Final Grant Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Cost Effectiveness; *Curriculum Development; Inplant Programs; Literacy Education; Skill Development; Staff Development; *Workplace Literacy

This report provides information on a workplace education program in which Emily Griffith Opportunity School, Denver, partnered with Columbia HealthONE, Dobbs International Services, Imperial Headwear, Inc., Marriott Hotels, Provenant Health Partners, University of Colorado Health Science Center, and Westin Hotel. Section A of Part I, a program overview, consists of the following: number of students by subject and partner/site for December 1994-June 1996; semi-annual reports for June 1996-November 1996, December 1996-May 1997, and June 1997-March 1998 that indicate number of learners and contact hours by partner and a summary of outcome measures indicated by number of participants who improved in the areas of basic skills, communication skills, problem solving skills, work productivity, work attendance, and self esteem. A narrative discusses changes in partnerships. Section B addresses success in program delivery components and the degree to which operational goals---provision of adult basic skills instruction, meeting of literacy needs of limited-English proficient adults, improved adult workers' competency in basic skills, and results dissemination--have or have not been met. Part II describes some varied "extension" of activities that partners have undertaken to institutionalize training. Part III provides information on partners' return on investment showing substantial savings over the cost of onsite instruction without grant funds. Part IV lists 39 curricula/products developed by the program. Part V contains interim and final external evaluation reports. (YLB)

ED 425 322 CE 077 695

Request for Certification and Standards Revision for Missouri Adult Vocational Education Supervisor.
SPONS. AGENCY- Missouri State Board of Education, Jefferson City.
PUB DATE- 98
NOTE- 52p.; For a related document, see CE 077 696. Prepared by MooreTEC, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; *Adult Vocational Education; *Certification; State Programs; *State Standards; Statewide Planning; Supervisor Qualifications; Supervisors;

Chapter 4 is a staff development model designed to help adult literacy/basic education/ESOL practitioners with little or no experience using the Internet or computers. Chapter 5 lists literacy World Wide Web directories and search tools. Chapter 6 is a collection of 53 Website reviews. Chapter 7 lists professional purposes for using the Internet identified by focus group participants. (YLB)

ED 425 339 CE 077 718

D'Amico, Deborah
Adult Education and Welfare to Work Initiatives: A Review of Research, Practice and Policy. Literacy Leader Fellowship Program Reports, Volume III, Number 1.
PUB DATE- 97
NOTE- 88p.; For other reports in this mongraphic series, , see ED 400 426, ED 402 444, and CE 077 717-721.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Agency Role; Demonstration Programs; Economically Disadvantaged; *Job Training; *Literacy Education; Literature Reviews; Program Effectiveness; *Role of Education; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Welfare to Work Programs

This review attempts to clarify adult education's role in moving individuals from welfare to work. Part 1 reviews research on this role, job prospects for low-skilled workers, and literacy requirements of workplaces. Part 1 reports these findings: the likelihood of being on welfare goes up as literacy goes down; a labor force attachment approach produces larger earnings gains and welfare savings than a human capital investment approach; adult education programs cannot provide evidence of effectiveness in helping adults achieve higher literacy; and states must develop educational and labor market opportunities that sustain and reward lifelong learning to support public assistance recipients in finding permanent employment at wages that can sustain families. Part 2 features models of program practice and discusses collaboration between adult education providers and agencies administering welfare reform and finds diversity and innovation in addressing the multiple needs of different groups within the public assistance population are important; if the goal is self sufficiency and personal success, investments are costly and long term and require education tailored to participants' goals and needs; if the goal is welfare budget savings, cheaper, short-term programs resulting in employment but no change in participants' lives are sufficient; and support staff and services should be added to accommodate welfare recipients who need literacy instruction. Part 3 makes program level, policy, support services, job creation, and research recommendations. A glossary of acronyms is appended. (YLB)

ED 425 340 CE 077 719

Cowles, Susan
Teaching and Learning with Internet-based Resources. Literacy Leader Fellowship Program Reports, Volume III, Number 2.
PUB DATE- 97
NOTE- 143p.; For other reports in this monographic series, see ED 400 426, ED 402 444, and CE 077 717-721.
LANGUAGE- English

beyond. (KC)

ED 425 357 CE 077 800

Follow-up Report on the Review of the Job Training Partnership Act. Report No. 96-54.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Work Relationship; *Employment Programs; Federal Programs; *Job Training; Program Evaluation; *State Programs
IDENTIFIERS- *Florida; *Job Training Partnership Act 1982

Following a review of programs conducted under the Job Training Partnership Act in Florida, the following recommendations were implemented: long-term performance was evaluated; local training efforts were examined; and employment training program oversight responsibility was assigned to Enterprise Florida Jobs and Education Partnership. Further activities will be needed, however, to implement the following recommendations: (1) prevent duplication of funding; (2) expand one-stop career centers to make it easier and more efficient for individuals to obtain state workforce development services; (3) monitor performance-based incentive funding to prevent loss of federal funds; and (4) consolidate duplicative state employment training programs. (KC)

ED 425 358 CE 077 801

Review of Enterprise Florida Jobs and Education Partnership. Report No. 95-16.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Education Work Relationship; *Employment Programs; Institutional Cooperation; *Job Training; *Partnerships in Education; Postsecondary Education; Program Evaluation; School Business Relationship; Secondary Education; *State Programs
IDENTIFIERS- Florida

The Enterprise Florida Jobs and Education Partnership was developed to create and maintain a highly skilled work force able to respond to rapidly changing technology and market opportunities essential to a competitive Florida economy. A review of the partnership found the following: (1) the partnership has adopted a research design as required by statute, although outcome measures were developed for only three of its goals; (2) the partnership is coordinating with the Florida Education and Training Placement Information Program to obtain data for evaluating the program's outcomes; (3) the partnership has carried out various activities in coordinating and overseeing state work force training programs, such as development and oversight for the Performance-based Incentive Funding Program and coordinating efforts to identify occupations that are in demand in Florida's economy and related job training programs designed to prepare individuals for these occupations; and (4) it is still too early to determine if these activities will translate into improved outcomes for the that the college students who scored higher on the Authority Behavior Index, implying a greater acceptance of authority, would have been raised in homes utilizing a more authoritative parenting style. Those homes high in strictness and involvement would hypothetically, due to high nurturance and limit setting, lead to a greater acceptance of authority. The results suggest that children raised in more authoritative homes do have a more positive view of authority than children raised in homes where other parenting styles were used. However, the lack of a significant main effect of involvement and the lack of an interaction between involvement and strictness suggests that strictness is the main variable accounting for the difference in view of authority. Suggestions for future research are provided, including the possibility of a curvilinear function of authority by strictness. (EMK)

ED 425 379 CG 028 928

Carducci, Bernardo J.; Ragains, Kristen D.; Kee, Kathy L.; Johnson, Michael R.; Duncan, Heather R.
Identifying the Pains and Problems of Shyness: A Content Analysis.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Content Analysis; *Emotional Experience; *Shyness

Contemporary literature on shyness has made steady progression over the last 20 years in theoretical, methodological, and clinical sophistication; however, little research has investigated how shyness is experienced by shy individuals. The purpose of the present study was to gain a more in-depth understanding of shyness as experienced by shy individuals. The extended written comments of shy individuals regarding problems caused by their shyness were subjected to content analysis. Participants (N=154) were randomly selected from more than 800 individuals completing a shyness survey, which appeared in the November/December 1995 issue of "Psychology Today." Respondents answered the question: "Describe what problems your shyness has created for you in your personal, social, and/or professional life." Responses were read and categorized by four raters. Data is presented in a table summarizing frequency of self-reported problem areas. A content analysis revealed five major shyness problem areas, including eight subcategories: (1) interpersonal (casual, social, and intimate); (2) professional (intrapersonal, interpersonal, and problems with authority); (3) intrapersonal (affective and psychosomatic); (4) educational; and (5) other. Discussions of the use of self-selected strategies to overcome shyness and the treatment implications of the results are also presented. (EMK)

ED 425 380 CG 028 931

Robertson, Ivan; Fairweather, John
The Role of Personality in Work Performance: Understanding the Results of Research.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA,

M. Kampfe); (4) National Diffusion Network: Project Enrichment Exemplary Program" (R. Callard-Szugit); (5) "A Systems Approach to Improving Teacher Development in Kansas" (K. S. Gallagher, R. J. Gallagher); (6) "Future Problem Solving: Connecting the Present to the Future" (J. B. Jackson, L. Crandell, L. Menhennett); (7) "Transformative Dimensions of Mentoring: Implications for Practice in the Training of Early Childhood Teachers" (A. Martin, J. Trueax); (8) "The Building: An Adaptation of Francis Debyser's Writing Project: A Global Simulation to Teach Language and Culture" (M. C. Magnin); (9) "Report Cards: Stepping Away from Tradition" (S. L. Whittle); (10) "Variability in Response to Life Transitions: Application of a Transition Model" (C. M. Kampfe); (11) "Life-Long Learning: Learning To Be Productive" (T. K. Oester, D. E. Oester); (12) "Teacher Assistance Teams: A System for Supporting Classroom Teachers in China or the United States" (M. Van Dusen Pysh, J. C. Chalfant); (13) "Collaborative School Improvement: An Integrated Model for Educational Leaders" (E. A. Perry); (14) "Professor-in-Residence: Redefining the Work of Teacher Educators" (F. M. Simpson); (15) "Emerging Priorities and Emphases in School Counseling, Guidance, and Student Services" (G. R. Walz, J. C. Bleuer). Information on ERIC resources is appended. (EMK)

ED 425 399 CG 028 969

Kestler, Carol S.
Art, Education, and Community: Arts Genesis, Inc.
PUB DATE- 97
NOTE- 8p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Art Education; Art Expression; Community Involvement; Cultural Activities; Diversity (Student); Elementary Education; Elementary School Students; Multicultural Education
IDENTIFIERS- Yaqui (Tribe)

Arts Genesis, Inc. (AGI) forms partnerships with diverse communities to assist them in finding fulfillment through the arts by meeting their own self-defined needs; uses arts experiences to encourage discovery, creativity, and diversity; and continually strives for excellence in the arts and education. Arts Genesis grew out of "Project Choki." "Choki" means "star" in the Yaqui Indian language. Project Choki became a schoolwide arts education project in 1986. Arts units are co-developed and taught by professional artist-educators, classroom teachers, parents, community members, and special consultants. Arts projects are integrated with other curriculum (e.g., a project in mask making involved students in dance, drama, and writing in Spanish and English). History and science projects have been coordinated with arts projects. Projects described include puppets, opera, other drama projects, quilting, collage, photography, murals, music, and dance. Major media and artistic concepts are revisited several times between first and fifth grade in a spiral curriculum that develops age-appropriate ideas and skills. Through the arts, Project Choki students have developed imagination, observation, and concentration. The model was expanded through a new project called "ArtsBuild" to include a second, larger school. Both

ED 425 421 CS 013 309

Christie, Frances, Ed.; Misson, Ray, Ed.
Literacy and Schooling.
PUB DATE- 98
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; Early Childhood Education; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Literacy; Online Systems; Reader Text Relationship; Reading Comprehension; *Reading Instruction; *Text Structure; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Critical Literacy

Intended to offer an introduction to some major themes in literacy education, this book aims to inform discussions while assisting teachers to reflect on their work as literacy teachers. The book covers work with students in the full range of schooling and in a number of different subject areas. The book's topics include the nature and use of texts; the reading positions constructed in texts and their ideological implications; the ways in which written texts change as students age; literacy learning from the early years to secondary education; and the implications of information technology for literacy teaching. The book contains seven chapters: (1) "Framing the Issues in Literacy Education" (Frances Christie and Ray Misson); (2) "Children Entering Literate Worlds: Perspectives from the Study of Textual Practices" (Geoff Williams); (3) "Learning the Literacies of Primary and Secondary Schooling" (Frances Christie); (4) "Exploring the Requirements of Critical School Literacy: A View from Two Classrooms" (Mary Macken-Horarik); (5) "Telling Tales Out of School" (Ray Misson); (6) "Old Letteracy or New Literacy: Reading and Writing the Wor(l)d Online" (Wendy Morgan); and (7) "New Times! Old Ways?" (Colin Lankshear and Michele Knobel). (Contains an index.) (CR)

ED 425 422 CS 013 312

NAEP 1994 Reading State Report for Alabama. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Alabama; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in

NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Kentucky, 2,758 students in 101 public schools and 278 students in 12 non-public schools were assessed. This report describes the reading proficiency of Kentucky fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Kentucky on the NAEP reading scale was 212 compared to 212 nationwide. (SR)

ED 425 436 CS 013 326

NAEP 1994 Reading State Report for Louisiana. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Louisiana; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In North Carolina, 2,832 students in 105 public schools were assessed. This report describes the reading proficiency of North Carolina fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in North Carolina on the NAEP reading scale was 214 compared to 212 nationwide. (NKA)

ED 425 450   CS 013 340

NAEP 1994 Reading State Report for North Dakota. Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For the entire report covering the nation and the states, see ED 388 962. For the 42 separate reports for 40 states, Guam, and the Department of Defense Education Activity (DoDEA) Overseas Schools, see CS 013 312-353.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *North Dakota; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In North Dakota, 2,544 students in 117 public schools and 253 students in 14 non-public schools were assessed. This report describes the reading proficiency of North Dakota fourth-graders and compares their overall performance to students in policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/ worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in the DoDEA on the NAEP reading scale was 218 compared to 212 nationwide. (SR)

ED 425 464   CS 216 536

Writing, Grades K-6: Skills-Based Scope and Sequence Guide. Target Skills & Sample Assessment Methods.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Curriculum; *Evaluation Criteria; State Curriculum Guides; Thinking Skills; *Writing Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- Idaho; Scope and Sequence

This guide presents a list of writing skills that all students should know and be able to do at each grade level from kindergarten through sixth grade, as determined by the Idaho State Board of Education. It presents, grade by grade, a list of target skills and sample assessment methods. The guide also includes columns identifying three processes that a teacher takes the student through for each skill, allowing an "X" to be placed in the column next to the skill where it is expected to be introduced, reinforced, and/or finally placed in long-term memory. This is intended to help the teacher determine the lesson and amount of repeated practice that will help achieve mastery of the skill. Three thinking levels (factual, applied/analysis, and synthesis) are also identified in columns. These thinking levels may help the teacher develop an assessment to measure the skill in question. The guide is intended to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level. The guide will also help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. An appendix contains a scoring standard for kindergarten writing. (SR)

ED 425 465   CS 216 537

Language, Grades K-6: Skills-Based Scope and Sequence Guide. Target Skills & Sample Assessment Methods.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Education;

experiences of an African-American graduate student in a department staffed predominantly by European-American faculty members, the paper calls upon instructors to create an environment conducive to learning by employing a variety of teaching strategies which acknowledge the unique learning styles of students. (Contains 20 references.) (Author/NKA)

ED 425 483 CS 509 944

Johnson, Scott D.; Bozeman, Marci
Service Learning and the Development of Social Responsibility.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Convention of the Central States Communication Association (66th, Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Comparative Analysis; Data Analysis; Higher Education; *Service Learning; *Social Responsibility; *Student Attitudes; *Student Development; *Student Participation; Student Surveys
IDENTIFIERS- Research Suggestions; Students as Subjects

This essay presents the findings of a study employing a developmental approach to student acquisition of social responsibility. Professors at seven collegiate institutions of differing types who teach service-learning courses were asked if they would be willing to include their students in a study of social responsibility development through service learning. Four professors at three institutions were included after certain criteria were met; the final sample was of 56 students, 25 who participated in service-learning projects and 31 who did not (the control group). A new measure, the "Scale of Social Responsibility Development (SSRD) was chosen as the instrument for this study. Significant differences were found between pretest and posttest performance on all three scales for those who completed service-learning projects, and only on the "Activation" scale for the non-service-learning students. In addition, a significant difference was found on the added "Involvement" (combining "Realization" and "Activation" items) scale for service-learning students but not for non-service-learning students. The mean increase from pretest to posttest was dramatic for service-learning students on this combined scale, while it was relatively flat for non-service-learning students. Subject responses did not follow the projected phases, and the SSRD did not yield three clearly distinct scales with these participants, so it is not possible to determine if there was a phasic development of social responsibility. However, since those participants who engaged in a service-learning project showed a significant overall increase on the "Realization" and "Activation" scales, tentative support indicates that service learning does appear to increase social responsibility--at least on a short-term basis. (Contains 4 tables of data and 20 references.) (NKA)

ED 425 484 CS 509 945

Masuda, Masahiro
When a Preceptor Meets "Preceptorship": Dialectics in Japanese Nursing Preceptoring Relationships.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24,

ED 425 502 EA 029 285

Owen, Jane C.
The Roles of the Superintendent in Creating a Community Climate for Educational Improvement.
PUB DATE- 98
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Administrator Effectiveness; *Administrator Role; Educational Administration; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; *Public Schools; School Community Relationship; *Superintendents

This paper analyzes the changing public school superintendency. It reports on a study that identified the roles of the superintendent in facilitating positive and productive community involvement in the educational process, as well as the strategies and tactics used by superintendents as they mold community climates to create receptivity for educational improvement. Two large districts in southern Texas were chosen for the study, both having been characterized by discord between the community and the schools. The focus is on two new superintendents and the roles, strategies, and actions they employed to align their respective districts with the community. To provide background information, the text discusses "The superintendent and the community" and "The superintendent and change." The study methodology followed an emergent naturalistic multiple-case-study format and incorporated M. Q. Patton's theory that qualitative methods are particularly oriented toward exploration, discovery, and inductive logic. A pilot study was conducted to fine-tune interview questions. The findings show three major leadership roles are part of the superintendent's job: political leadership, educational leadership, and managerial leadership. The strategies and tactics enacted through the leadership roles are discussed. (Contains 41 references and 8 figures.) (RJM)

ED 425 503 EA 029 287

Michaelis, Randall B.
Restructuring in Relation to the Informal Organization of an Elementary School.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Environment; Elementary Education; Interprofessional Relationship; *Organizational Climate; Power Structure; *School Restructuring; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Morale

This paper describes a study of teachers in an elementary school, how they constructed and viewed their understandings of social and professional organization, how these understandings were

DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Models; *Parent Influence; Parent School Relationship; *Public Schools; *School Choice; School Segregation
IDENTIFIERS- Minneapolis Public Schools MN

Those who favor expansion of consumer choice in education claim that competition would force schools to improve. Critics claim that it would sort students by race and class. A competitive market will provide what consumers demand, yet neither side has empirical evidence on such consumer preferences to back up their claims. This paper offers such evidence. This paper estimates a conditional logit model using data from a public school choice program in Minneapolis, Minnesota, in order to infer how families trade off the convenience of a shorter commute with school quality and peer group characteristics. The evidence suggests that consumer choice alone would not raise schools' academic performance. Parents in Minneapolis were not more likely to choose schools with high test scores or greater value added. Rather they preferred schools relatively close to home and ones where they were better represented ethnically and racially. The only discernable test score effect was one where families sought a match between their own child's ability and the mean ability level of similar students at the prospective school. Simulations suggest that expanding choice could ultimately lead to severe, but not total segregation by race and ethnicity. Unrestricted choice could present a tradeoff between consumer satisfaction today and increased racial segregation in the future. (Author/RJM)

ED 425 521 EA 029 486

Teitel, Lee
Empowering People as a Matter of Policy: Five Years of Success of a State-Initiated Regional Alliance Network for Middle School Restructuring.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; Intermediate Grades; Junior High Schools; *Middle Schools; Partnerships in Education; Professional Development; Program Effectiveness; *School Restructuring; Secondary Education; State Programs
IDENTIFIERS- Massachusetts

In 1992, Massachusetts's Department of Education established five regional alliances throughout the state to support middle-school restructuring and reform. The project began with 50 schools and colleges and grew to include 11 alliances comprised of more than 165 schools and colleges. A statewide case study that describes the alliances, the professional development programs they run for teachers and administrators, how they were organized and funded, the impact their work has had on changes in classroom teaching, and their evolving relationship with the DOE is described in this paper. The case chronology focuses on implementation and includes governance issues, organizational challenges, and descriptions of professional development offerings the alliances have provided. The research is qualitative, using multiple perspectives of the events that are described and analyzed. Data were collected through short

America are likewise detailed. Suggestions for responding to pro-voucher arguments include contesting the assertion that taxpayers and public education will save money with vouchers. Tips for building a campaign against vouchers are provided, along with an overview of research on voucher programs, the success of public-school-choice programs, and the case against federal vouchers. Ten appendices offer an overview of current voucher projects, a list of national organizations opposing vouchers, a profile of private education, and other information. (RJM)

ED 425 541 EA 029 518

Bracey, Gerald W.; Resnick, Michael A.
Raising the Bar: A School Board Primer on Student Achievement.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Board of Education Role; Boards of Education; *Educational Quality; Elementary Secondary Education; Public Schools; School Support

This guide provides ways in which school board members can lead their school systems to higher levels of student achievement. The text attempts to help board members by equipping them with comprehensive information about the various components of student achievement. Part 1 analyzes the purposes of education and defines student achievement, and standards and achievement. Part 2 presents a four-part approach to developing an action plan: vision setting, establishing a successful learning environment, exercising accountability, and creating vital connections with the community. Suggestions for developing, implementing, and overseeing a student-achievement agenda and the vital process of public engagement are also discussed in this section. Part 3 then provides a guide to testing and other indicators of student achievement and school quality, and offers guidance in interpreting test scores and understanding such concepts as selection bias, statistical significance, and educational productivity. The last section discusses other indicators of achievement and school quality and shows how by using measures, such as levels of teacher education or per-pupil expenditures, school boards can assess progress and thus design programs to reflect their communities' unique values. Two appendices provide student achievement resources and opportunity to learn indicators. (RJM)

ED 425 542 EA 029 521

Russo, Charles J., Ed.
The Yearbook of Education Law 1998.
PUB DATE- 97
NOTE- 383p.; For the 1997 edition, see ED 424 612.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Collective Bargaining; *Court Litigation; Elementary Secondary Education; Federal Courts; Higher Education; *Legal Problems; *Legal Responsibility; Private Schools; Public Schools; *School Law; School Personnel; State Courts; Student School Relationship; Torts; Yearbooks

Gilmore, Dana Scott; Butterworth, John
Work and Home: Data from the National Health Interview Survey on Disability. Research/Practice.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Cerebral Palsy; *Developmental Disabilities; *Employment Patterns; *Employment Statistics; Epilepsy; *Incidence; *Income; Labor Force; Mental Retardation; National Surveys; Private Sector

This issue brief provides a national profile of individuals with developmental disabilities based on the National Health Interview Survey on Disability, Phase 1. This in-depth survey of 107,400 individuals uses a complex sampling strategy which is designed to provide national incidence estimates for each survey item. Data are reported which were made available in July of 1996. Findings indicate: (1) .1 percent has cerebral palsy, .29 percent has epilepsy, and 38.26 percent has other chronic conditions; (2) almost 90 percent of respondents with mental retardation reported living with a relative, much higher than other groups; (3) on average, 29 percent of people with disabilities reported work as their major life activity, as compared to 62 percent of the entire population; (4) the percent of respondents who worked was consistent across the disability groups at approximately 29 percent, with 67 percent identifying themselves as not in the labor force; (5) 77.8 percent of those working in all disability groups worked for private companies, and 15 percent worked for government bodies; and (6) respondents with mental retardation had the highest percentage of any group with a household income below the poverty threshold. (CR)

ED 425 565 EC 306 608

Fesko, Sheila Lynch; Temelini, David; Graham, Audrey
Unrealized Potential: Differing Employment Outcomes for Individuals with Mental Retardation and Other Disability Groups.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employment Patterns; *Employment Services; *Employment Statistics; *Job Placement; Job Satisfaction; *Job Search Methods; *Mental Retardation; National Surveys; Program Effectiveness; Self Management; Social Networks; Vocational Rehabilitation; Wages

This brief discusses outcomes of a study that investigated the employment and job search practices used with individuals with mental retardation to those used with individuals with mental illness, sensory impairments, and physical impairments. Survey participants included 568 employment staff and 303 individuals with disabilities from community rehabilitation providers, independent living centers, and state vocational rehabilitation agencies. Findings indicate: (1) individuals with mental to properly identify culturally diverse children and enhance equity is stressed. (Contains 48 references.) (Author/CR)

ED 425 582 EC 306 922

Forlin, Chris
Teachers' Perceptions of the Stress Associated with Inclusive Education and Their Methods of Coping.
PUB DATE- 98
NOTE- 13p.; Paper presented at the National Conference of the Australian Association of Special Education (21st, Brisbane, Australia, September 25-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Disabilities; Elementary Education; Focus Groups; Foreign Countries; *Inclusive Schools; Interviews; Likert Scales; Mainstreaming; Questionnaires; *Stress Management; *Teacher Attitudes
IDENTIFIERS- Australia (Queensland)

This paper reports the findings of a research study that investigated the ways in which Australian regular class teachers cope during inclusive education and the specific issues which are stressful for them. The study was undertaken in primary schools in Queensland, Australia, during 1997. Initial focus group interviews with 17 regular class teachers currently involved in inclusive education identified key issues in the education of students with a disability in regular education classes. These discussions focused on aspects of inclusion that regular class teachers found stressful and the ways in which they coped with the difficulties they encountered, the availability and usefulness of support structures, and the benefits obtained. Subsequently, two Likert style questionnaires were developed to assess the usefulness of various problem-focused or emotion-focused coping behaviors and the degree to which identified issues were stressful for 40 regular class teachers during inclusion. The top four stressful issues included teacher accountability for the child's educational outcomes, the child physically attacking others, obtaining funding, and reduced ability to teach other students. Effective coping strategies were maintaining a sense of humor, making a plan of action and following it, and discussing the situation with specialist personnel. (Contains 19 references.) (CR)

ED 425 583 EC 306 923

Forlin, Chris
Re-Designing Pre-Service Teacher Education Courses: An Inclusive Curriculum in New Times.
PUB DATE- 97
NOTE- 17p.; Paper Presented at the Annual Conference of the Australian Association of Research in Education (Brisbane, Australia, November 30-December 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Disabilities; *Disability Discrimination; Elementary Secondary Education; *Foreign Countries; Higher Education; Inclusive Schools; Mainstreaming; *Preservice Teacher Education; *Preservice Teachers; Rating Scales; Social Attitudes; Social Bias; *Teacher Attitudes

highlighted as illustrating the importance of law that defines giftedness as an exceptionality which requires special programming. Eight recommendations are offered. (Contains 17 references.) (DB)

ED 425 600 EC 306 941

Andrews, Jean F.; Franklin, Thomas C.
Why Hire Deaf Teachers?.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights Legislation; *Deafness; Educational History; Elementary Secondary Education; Higher Education; Minority Group Teachers; Minority Groups; *Preservice Teacher Education; *Special Education Teachers; Teacher Education Curriculum; *Teacher Employment; Teacher Recruitment; Teacher Shortage; *Teachers with Disabilities
IDENTIFIERS- Americans with Disabilities Act 1990; *Texas

This paper reviews the role of deaf teachers in the education of deaf children and urges the hiring of such teachers, especially in Texas. Part 1 presents current data on deaf teachers in Texas and the nation, reviews the history of deaf teachers, considers the modern day preparation of deaf teachers and some court cases supporting deaf teachers under the Americans with Disabilities Act. It finds that barriers such as standardized testing, lack of support services, discrimination, and lack of awareness of deafness among principals in hiring positions are keeping deaf professionals out of schools. Part 2 discusses curriculum, staffing, and strategies that universities can use to train deaf teachers in schools and programs with deaf children. It emphasizes the need for additional deaf teachers and administrators as well as deaf professionals who represent ethnic minority groups and urges a curriculum containing courses on: deaf children with additional disabilities, legal issues and deafness, American Sign Language, multiculturalism, educational technology; and speech and audiology. In addition, practices and student backing should be included. Also important in such programs is deaf culture sensitivity and leadership training. (Contains 64 references.) (DB)

ED 425 601 EC 306 942

Patchell, Frederick; Hand, Linda
An Invisible Disability--Language Disorders in High School Students and the Implications for Classroom Teachers.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Behavior Problems; Case Studies; *Classroom Communication; *Classroom Techniques; Educational Strategies; Feedback; Foreign Countries; *High School Students; High Schools; *Language Impairments; Learning Problems; *Oral Language
IDENTIFIERS- Australia

This paper, written from an Australian perspective, examines the

Building Air Quality. Action Plan.
PUB DATE- 98
NOTE- 34p.; Designed to be used with EF 005 116.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Pollution; *Building Operation; Data Collection; Documentation; *Facility Improvement; Guidelines; Organizational Communication; Planning; Problem Solving; *Quality Control
IDENTIFIERS- *Indoor Air Quality

Building managers and owners often confront competing demands to reduce operating costs and increase revenues that can siphon funds and resources from other building management concerns such as indoor air quality (IAQ). This resource booklet, designed for use with the "Building Air Quality Guide," provides building owners and managers with an 8-step, easy-to-understand path for taking their building from current conditions and practices to the successful institutionalization of good IAQ management practices. These steps cover the following areas: designating an IAQ manager; developing an IAQ profile of the building; addressing existing and potential IAQ problems; educating building personnel about IAQ; developing and implementing a plan for facility operations and maintenance; managing processes with potentially significant pollutant sources; communicating with tenants and occupants about their role in maintaining good IAQ; and establishing procedures for responding to IAQ complaints. Appendices provide the following lists: training resources, resources for air quality information, and addresses and contact information for U.S. Environmental Protection Agency Regional Offices. (GR)

ED 425 621 EF 005 118

Guerrero, Peter F.
Indoor Air Quality: Federal and State Actions To Address the Indoor Air Quality Problems of Selected Buildings.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Cooperative Planning; *Educational Facilities Improvement; Elementary Secondary Education; *Facility Improvement; *Quality Control; Statewide Planning
IDENTIFIERS- District of Columbia; Environmental Protection Agency; *Indoor Air Quality; Maryland (Baltimore); *Vermont; Vermont

U.S. House of Representative members requested that the General Accounting Office determine what federal and state actions have been taken in addressing indoor air quality (IAQ) concerns raised in certain school, state, and federal buildings within Vermont, Maryland, and the District of Columbia. This report responds to this request and describes the investigation process, the level of federal agency involvement, and the role of Vermont officials in addressing IAQ problems. The report indicates that Vermont has already conducted investigations of 8 of the 15 buildings selected for review and is actively pursuing IAQ improvements in all its state buildings. State

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Advocacy; *Age Differences; Arabic; Articulation (Education); Bilingualism; *Child Language; Chinese; Cognitive Processes; Computer Assisted Instruction; Cross Cultural Training; Disabilities; Educational Technology; Elementary Education; Federal Government; *FLES; Futures (of Society); Global Approach; Grammar; Heritage Education; Immersion Programs; Instructional Materials; Japanese; Language Aptitude; Language Processing; Multimedia Instruction; Russian; Second Language Instruction; *Second Language Learning; Second Language Programs; *Time Factors (Learning); Uncommonly Taught Languages; *Young Children
IDENTIFIERS- Biliteracy; Content Area Teaching

Articles in this book on early second language learning are presented in 13 categories, with each category containing 4 to 7 papers. The categories include the following: the advantages and disadvantages of FLES (elementary school foreign language programs), FLEX (foreign language exploratory programs), and immersion program models; at what age an elementary school foreign language program should begin; whether foreign language education is for all learners, including students with disabilities; which languages young students should learn, including less commonly taught languages; content-based language instruction; ways in which technology can be used to promote language learning; challenges of articulation and some solutions; assessing the foreign language abilities of the early language learner; useful strategies when advocating for the initiation of early second language programs; considerations in implementing an elementary school early language program; useful strategies for maintaining early language programs; the training, skills, and qualifications of teachers; and priorities for a research agenda. (MSE)

ED 425 644 FL 025 561

Stott, Michael
Utopie: Eine Geschichte aus dem 15. Jahrhundert fur die Siebte Klasse, mit Ubungen (Utopia: A View of the 15th Century for the Seventh Class, with Exercises).
PUB DATE- 94
NOTE- 114p.; Published by Hawthorn Press.
LANGUAGE- German
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Foreign Countries; Geography; *German; Grammar; Instructional Materials; Poetry; Punctuation; *Renaissance Literature; Second Language Instruction; Second Language Learning; *Textbooks; Vocabulary
IDENTIFIERS- *More (Sir Thomas); *Utopia

This German language textbook is intended for classroom use. The theme of the text relates to the Renaissance, and the narrative is based on Sir Thomas More's "Utopia" (1516) and relates to the experiences of its central character Raphael among the inhabitants of the strange island. Each chapter touches lightly on some thought provoking issue, such as crime and punishment, wealth and poverty. However, "Utopie" itself is not so much concerned with a discussion of social questions as with describing Raphael's encounter with the Utopian islanders,

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *Employment; *English (Second Language); *Job Skills; Learning Strategies; *Occupational Information; Second Language Instruction; *Welfare Services
IDENTIFIERS- *Welfare Reform

It is suggested that in the face of welfare reform, including lifetime limits for receipt of welfare services and an emphasis on short-term, intensive employment training, English-as-a-Second-Language (ESL) instruction must be adapted to this new reality and adopt a more overt job training emphasis. An instructional formula is provided that responds to the need to produce three distinct outcomes: (1) protect the integrity of ESL instruction and remain focused on development of language abilities; (2) provide adult learners with critical content information on the world of work; and (3) develop "learning how to learn" skills (learning strategies) and broad-based on-the-job competency. The formula incorporates employment-focused content material, classroom management techniques, grouping strategies, and student involvement strategies. The formula is offered to guide ESL instructors in the development of both curriculum and classroom instructional techniques to meet these three goals. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 664 FL 801 272

Brod, Shirley
ABC's for Tutors: 26 Teaching Tips.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Audiovisual Aids; Class Activities; Classroom Communication; Classroom Techniques; *English (Second Language); Feedback; Games; Individual Instruction; *Instructional Materials; Job Skills; Language Teachers; Listening Comprehension; Prior Learning; Reading Comprehension; Second Language Instruction; Small Group Instruction; Student Developed Materials; Student Evaluation; *Student Participation; Teacher Role; Teaching Guides; Tutors; *Vocabulary Development
IDENTIFIERS- Total Physical Response

Twenty-six specific classroom activities or procedures are suggested for teaching English as a Second Language (ESL) to individual adults or small groups. These activities include notes on use of visual aids, games and other group activities, out-of-class activities, oral and written language exercises, integration of language skills (listening, speaking, reading, writing) in each lesson, grammar instruction, accommodating students' need for clarification, vocabulary development, focusing on comprehension, needs assessment, feedback, use of realia, need for review, use of student-generated material, use

Private Colleges; Public Colleges; *Reentry Students; Statistical Data; *Stopouts; *Student Experience; Tables (Data); Two Year Colleges
IDENTIFIERS- *Beginning Postsecondary Students Long Study

This report examines the beginning of the educational experiences of students who leave college before their second year, both those who return to college later (stopouts) and those who do not return (stayouts). The report is based on data from the 1989-90 Beginning Postsecondary Students Longitudinal Study. First-year students in 1989-90 were followed up in 1992 and 1994. Among study highlights are the following: overall, nearly 30 percent of first-year students left before their second year; 64 percent of students who left the 4-year sector returned within five years (stopped out), whereas half of students who left the public 2-year sector stopped out and half stayed out; among stopouts in the 4-year sector 42 percent returned to the same institution, whereas in the public 2-year sector, 57 percent returned to the same institution; and in both sectors, students who stayed out were more likely to be older, to have children, and to work full time. Twenty-four tables and figures present data in sections on: overview of first-year leavers, stopout path from 4-year institutions, stopout path from public 2-year institutions, and characteristics of stopouts and stayouts. Appended are a glossary and technical notes. (Contains 18 references.) (DB)

ED 425 684   HE 031 734

Kojaku, Lawrence K.; Nunez, Anne-Marie
Descriptive Summary of 1995-96 Beginning Postsecondary Students, with Profiles of Students Entering 2- and 4-Year Institutions. National Postsecondary Student Aid Study: 1995-96. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *College Freshmen; Dropout Rate; Dropouts; Enrollment; Higher Education; Private Colleges; Public Colleges; School Holding Power; Statistical Analysis; Student Attrition; *Student Characteristics; Student Experience; Student Financial Aid; Tables (Data); *Two Year Colleges
IDENTIFIERS- *National Postsecondary Student Aid Study

This report examines the characteristics and first-year behaviors of beginning postsecondary students entering public 2-year, public 4-year, and private, not-for-profit 4-year institutions of higher education, based on data derived from the 1995-96 National Postsecondary Student Aid Study. The report begins with an essay that describes the characteristics of beginning students in each sector. Among findings are the following: (1) public 2-year institution entrants are more likely than those entering 4-year institutions to be older, have independent financial aid status, plan to complete a lower level of postsecondary education, and have lower scores on college admission tests; (2) freshmen entering private not-for-profit 4-year institutions are more likely that those at 4-year public institutions to have families with higher incomes, to have higher college admission test scores, to attend full-time, and to have more and differently packaged financial aid; and (3)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *College English; Higher Education; Mythology; Peer Evaluation; Popular Culture; *Popular Music; Social Values; *Videotape Recordings; *Writing Assignments; *Writing (Composition); Writing Workshops
IDENTIFIERS- Lyrics; Media Literacy; *MTV; *Music Videos

This paper describes the use of MTV (Music Television Network) videos as "condensed mythologies" in a college English composition class. A videotape consisting of several "classic" videos was shown to the class over a period of three days, and each video was discussed. Handouts of song lyrics were provided for student reference and a copy of the videotape was placed on reserve at the library. Initially the instructor led the discussion, but by mid-class on the first day students were able to find and explore themes and cultural implications with less direction. The students were asked to choose one or two videos and write a paper describing the videos, translating the visual and musical images into language, and to analyze the underlying themes and cultural values. Peer evaluation workshops were held. The assignment was intended to reveal to students that videos are created to speak to an audience, whether the audience is intended to notice consciously the values embodied in them or not, and that the ability to analyze these texts increases the power to choose one's own values over those promoted by popular culture. Excerpts from students' final drafts are included. (DLS)

ED 425 704 IR 019 125

CNN Newsroom Classroom Guides. October, 1998.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October, 1998, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: scientists find trace fossil evidence of billion-year old worms, the impact of financial troubles on Russia's hospitals has devastating consequences, and U.S. fishermen struggle to make a profit in the face of a global tuna glut (October 1-2); diplomats debate the merits of air strikes as NATO prepares for punitive action against the Serbs, Brazil elections, the House Judiciary Committee votes along party lines to pursue an impeachment probe, Lilith Fair shared the wealth with local charities in 57 North American cities, the average American youth is getting heavier, and Indonesia's economic crisis is taking its toll on children in the form of malnutrition (October 5-9); budget deadline looms, Nobel Prize for medicine, factors responsible for violence in U.S. schools and what can be done to reverse

Implementation; Scheduling; *Student Employment; Supervisors; Training
IDENTIFIERS- *Academic Computing; Access to Technology; College of Saint Benedict MN; Saint Johns University MN; *Support Services; Technology Plans

The College of Saint Benedict and Saint John's University (Minnesota), two coordinate, liberal arts colleges, have implemented a cost-effective student information technology (IT) support system. Project IMPACT (Implementing Academic Technology), a 5-year, $10 million plan to upgrade the technology for student and faculty use, was implemented in 1993. This paper focuses on the strategies used to design, implement, and sustain a successful IT support system. Practical ideas are provided for developing a strong student support staff and expanding services to meet increasing demand. The following topics are addressed: (1) student support structure, including supervisory positions; (2) the hiring process, including development of a long-term hiring plan; (3) scheduling student employees; (4) student employee training; (5) a mentoring program for student employees; (6) IT Services Student Employee Certification; (7) student employee expectations, including the IT Services Student Employee Policies and Procedures Manual and communication between supervisors and employees; (8) residence hall support services; (9) the help desk; (10) phone support; (11) peer-to-peer training; (12) budget implications; and (13) signs of success. (AEF)

ED 425 722 IR 019 210

Lucas, Leslie A.
Issues in the Creation and Coordination of an Academic Computing Help Desk.
PUB DATE- 98
NOTE- 7p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Uses in Education; Databases; *Educational Administration; Higher Education; Information Policy; *Information Services; Screen Design (Computers); Systems Approach; Teamwork; Training; User Needs (Information); World Wide Web
IDENTIFIERS- *Academic Computing; Computer Users; Help Systems; *Support Services

Academic computing directors must focus on what actions and policies make a well-coordinated academic computing help desk function effectively. Keeping in mind the needs of both the client and the support team, the key components of a well-managed help desk include: accessing help easily; sorting support team jobs effectively; distributing support team jobs effectively; performing jobs efficiently; training the support team; training faculty, staff, and students; making it easier for the support team to respond to clients; and making it easier for clients to receive support. Sample screens of a form used to submit job requests via the World Wide Web and of a job requests database are included. (AEF)

ED 425 723 IR 019 211

ED 425 283   CE 077 493

Millsap, Roger
Self-Directed Workplace Literacy Distance Learning for Developmental Disabilities Workers: External Summative Evaluation Design.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 22p.; For related documents, see CE 077 492-494.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Caregivers; *Developmental Disabilities; *Distance Education; Evaluation Criteria; Labor Education; Literacy Education; Models; Partnerships in Education; Program Effectiveness; Reading Comprehension; Reading Skills; *Summative Evaluation; Unions; *Workplace Literacy; Writing Skills
IDENTIFIERS- *Developmental Aides

This report presents an external summative evaluation plan for the Self-Directed Workplace Distance Learning for Developmental Disabilities Workers Project, a partnership between the Center for Advanced Study of Education and the Civil Service Employees Association, Inc., with the New York State Office of Mental Retardation and Developmental Disabilities. Project goals are described as documenting changes in literacy skills and other relevant variables over the course of training and linking these changes to the training intervention. Section 1 of the report describes in detail the following elements of the research design to be used: the participants, direct care workers employed in state-operated developmental disabilities centers, and overall design of data collection, a pretest-posttest nonequivalent control group design with participants in training receiving 96 hours of instruction over 6 months. Section 2 describes the measures to be used to assess expected outcomes of training: background measures, participant pretest and posttest measures, and supervisor ratings of participants at pretest and posttest. These measures include supervisor ratings of participants' job task completion and amount of improvement; participant self-ratings; reading comprehension test; writing measure; problem-solving test; and self-efficacy scale. Section 3 describes data analysis methods, including scale development, descriptive statistics, and evaluation of treatment effects using analysis of covariance. (YLB)

Writing; Fiction; *High School Equivalency Programs; Immigration; Individual Development; Letters (Correspondence); Life Events; *Literacy Education; Poetry; *Student Attitudes; *Student Developed Materials; Values; *Workplace Literacy

This document contains 48 pieces of writing that were authored by employees of six different businesses who participated in an adult diploma program. A variety of genres are represented, including poems, personal narratives, book reviews, essays, letters, and fiction. The works are grouped under the following broad headings: goals, freedom, choices and cardinal virtues, childhood memories, immigration, and unexpected events. Among the items included are the following: a poem expressing a student's reaction to her upcoming graduation; several essays explaining what workplace education has meant to individuals; letters written from the viewpoints of individuals living during the American Revolution and during periods of overt racial discrimination; an essay on cardinal virtues and the life and death of Yitzak Rabin; a woman's thoughts on her life since her husband's death; a man's experiences as an Angolan refugee; "slice of life" stories relating individuals' childhood memories; an essay devoted to the values of the main character of a short story; and essays recounting the personal stories and challenges experienced by immigrants from Haiti, Cambodia, Hong Kong, the Azores, Portugal, Canada, Cape Verde Island, Italy, and Vietnam. (MN)

*Vocational Directors
IDENTIFIERS- Missouri; *Revision Processes

This publication supports revision of the certification and standards for Missouri Adult Vocational Education Supervisors (AVESs). Section I discusses the need for revising the current State Board of Education approved certification requirements. Section II sets forth the relationship between proposed revisions and their application by institutions involved in preparing individuals for certification as an AVES. It explains the intent of the recommended certification changes for an AVES. Section III is a competency listing that denotes the minimum expected to be licensed to supervise adult vocational education programs. A crosswalk table in Section IV shows the correlation between the state standards and the competencies, intending to clarify Missouri's 10 performance standards and their respective indicators in Missouri Standards for Teacher Education Programs (MOSTEP). The competency listing, also crosswalked to the Department of Elementary and Secondary Education's (DESE) 1998-2001 Strategic Plan, Issues, and Goals, denotes the common ground between DESE goals and Missouri's AVESs. A crosswalk table in Section V shows the correlation between national standards and the competencies. Appendixes include requirements of Missouri AVES certificate; MOSTEP; DESE 1998-2001 Strategic Plan; Interstate School Leaders Licensure Consortium Standards; DACUM (Developing a Curriculum) research chart for adult vocational administrator; administrator competency study results; a process chart for AVES certification and standards revisions; lists of schools receiving and responding to the survey to determine certification competencies for AVES; and the vocational certification revision committee. (YLB)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Adult Basic Education; *Adult Educators; Adult Literacy; Behavioral Objectives; Computer Attitudes; *Computer Literacy; Information Literacy; Instructional Materials; *Internet; Learning Activities; *Literacy Education; *Staff Development; Use Studies; User Friendly Interface; *User Satisfaction (Information); Users (Information)

This issue focuses on a project to develop a set of curricular materials using Internet-based resources and the formation of a staff development/project implementation team of instructors. Section 1 provides a project rationale, summary information about findings and lessons learned, and results of needs assessment surveys conducted in Oregon. Section 2 consists of six lessons on the following topics: the things that might appear on a webpage; information about biographies, solar system, and places around the world; practice in critical reading and writing; ways to evaluate information on the Web; reading e-mail; and sending e-mail. Section 3 has two lessons that introduce the user to using the Web for virtual tours and skill-centered field trips and show how Web resources can be used as learning tools. Section 4 provides three lessons designed to aid the Internet user become comfortable and efficient in using the Internet to find information on a variety of topics. Each lesson has some or all of these components: lesson guide with skill-building list, objectives, description of activity, and resources; background information; activity sheet; and assignment. Section 5 provides guidelines for project implementation; annotated list of tutorials, guides, and resources for staff development; and appendix with agendas, sample forms, and other information. (YLB)

disadvantaged. The following recommendations were made: develop outcome measures to evaluate the achievement of all its statutory goals; ensure the availability of all data needed to evaluate job training programs; coordinate with other agencies that administer work force development programs; and develop a system for monitoring performance of community colleges and school districts to ensure that partnership funds are used for maximum benefit. (KC)

ED 425 359 CG 028 329

Conflict Manager Training for Elementary School Students.
PUB DATE- 95
NOTE- 155p.; For related products from this publisher, see CG 028 330-336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Elementary Education; *Elementary School Students; Intercultural Communication; *Interpersonal Communication; *Interpersonal Competence; Listening Skills; *Role Playing; Teaching Methods
IDENTIFIERS- *Peer Mediation

Conflict is an everyday occurrence in young people's lives. To help them address conflict, ways to help young people learn and use alternative dispute resolution skills are presented in this manual. The program is organized around the following major themes: The Mediation Process, Cultural Diversity, Communication Skills, Feelings, Mediation Techniques, Dealing with Difficult Situations, and Being Your Own Mediator. The training is designed for six 3-hour sessions using two trainers. Complete guidelines for each session include a timeline for discussions, demonstrations, role plays and other exercises. Topics for sessions include: What is a Conflict Manager; Listening Skills; Understanding Other People's Point of View; Feelings; "I" Messages; Mediation Techniques; Dealing with Difficult Situations; Being Your Own Mediator; and Dealing with Difficult Conflict Manager Partners. Mediation techniques include: Help Disputants Define the Problem; Enforce the Rules; Balance the Power; Dig for Underlying Information; Stay on the Subject; Avoid Dirty Laundry; Teach Disputants to Use "I" Messages/Restating, What Will Happen If...; and Brainstorming. Appendices include a vocabulary list, materials on setting up a conflict manager program and supervising role plays, and handouts. (EMK)

August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Theories; *Employment Qualifications; *Occupational Tests; Personality; Personality Assessment; *Personality Traits; Personnel Evaluation

Interest in personality in work and organizational psychology has never been stronger. A substantial amount of work exploring the links between personality variables and work behavior and attitudes is now available. Much of this work has been conducted within a selection and assessment context, although relevant work has also been done in other areas of research. The selection and assessment paradigm, within work and organizational psychology, emphasizes measurement and prediction, often at the expense of explanation. This paper attempts to redress this balance by providing a review of the evidence concerning personality variables and work-related dependent variables together with an explicit attempt to integrate the work conducted within selection and assessment into a broader empirical and explanatory framework. A framework linking personality to work performance is presented and used to interpret and evaluate the results of the research. A variety of specific current issues are considered, including: the value and benefits of structural frameworks for personality variables (e.g., the big five, big three, and big nine); the importance of considering interactions between personality factors; the extent to which personality variables can be expected to predict work performance directly, and the importance of situational influences. (Author) schools have extremely diverse student populations. (EMK)

ED 425 400 CG 028 970

Ashelman, Polly; Dorsey-Gaines, Catherine; Glover-Dorsey, Geraldine
Applications of Portfolio Assessment in a Teaching and Nursing Program.
PUB DATE- 97
NOTE- 7p.; In: China-U.S. Conference on Education. Collected Papers. (Beijing, People's Republic of China, July 9-13, 1997); see CG 028 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Higher Education; *Nursing Education; *Portfolio Assessment; Undergraduate Students

Everyone who teaches deliberates about how to support students' constructivist processes and encounters the recurring question: "How can I maximize opportunities for learning and growth?" Portfolios provide a complex, multidimensional, and dynamic framework for assessment of professional development and support development of metacognitive strategies, student empowerment, and responsive program practice. Portfolio development is described as a cooperative process occurring throughout graduate training. It is related to professional training objectives for the programs discussed. Stakeholder, activities, and historical dimensions are described and related to various programs. The portfolios developed at these schools demonstrate that this type of assessment offers a flexible and personalized yet systematic means for assessing students' professional development and achievement of competence in requisite skills and concepts. In professions that emphasize interpersonal competence and acquisition of complex concepts, skills, attitudes and values, portfolios offer a valuable means for assessment. (Author/EMK)

NAEP's history, voluntary state-by-state assessments were made. In 1994, TSA was expanded to include non-public school students. The 1994 reading assessment considered students' proficiency in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Alabama, 2,646 students in 99 public schools and 199 students in 9 non-public schools were assessed. This report describes the reading proficiency of Alabama fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in Alabama on the NAEP reading scale was 208 compared to 212 nationwide. (CR)

Louisiana, 2,713 students in 103 public schools and 457 students in 19 non-public schools were assessed. This report describes the reading proficiency of Louisiana fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Louisiana on the NAEP reading scale was 197 compared to 212 nationwide. (SR)

the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents, educational level, and gender). Reading proficiency and achievement of non-public school students are separately reported and compared to public school students. To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of public school students in North Dakota on the NAEP reading scale was 225 compared to 212 nationwide. (NKA)

*Elementary School Curriculum; *English Instruction; Evaluation Criteria; *Language Arts; State Curriculum Guides; Student Evaluation; Thinking Skills; Writing Instruction

IDENTIFIERS- Idaho; Scope and Sequence

This guide presents a list of language skills that all students should know and be able to do at each grade level from kindergarten through sixth grade, as determined by the Idaho State Board of Education. It presents, grade by grade, a list of target skills and sample assessment methods. The guide also includes columns identifying three processes that a teacher takes the student through for each skill, allowing an "X" to be placed in the column next to the skill where it is expected to be introduced, reinforced, and/or finally placed in long-term memory. This is intended to help the teacher determine the lesson and amount of repeated practice that will help achieve mastery of the skill. Three thinking levels (factual, applied/analysis, and synthesis) are also identified in columns. These thinking levels may help the teacher develop an assessment to measure the skill in question. The guide is intended to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level. The guide will also help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. (SR)

1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; *Concept Formation; *Cultural Context; Cultural Differences; Ethnography; Foreign Countries; Higher Education; *Interprofessional Relationship; *Nursing Education; *Organizational Communication
IDENTIFIERS- Japan; Preceptors

This paper explores the ways of speaking emerging in a Japanese hospital in response to adoption of a foreign concept, "preceptorship," a nursing educational program for training novices in real working environments. The paper notes that although the program was first developed in English-speaking countries, Japanese nurses have recently begun to import it into their terms of nursing education, using the foreign word "preceptorship," even though it might be differently interpreted due to cultural differences. The paper details ethnographic observation of the nurses at Osaka University Hospital--their patterns of communication in light of their organizational knowledge and behaviors which enable them to make their knowledge practical. It describes the nurses' explicit ongoing processes of constructing the distinctive codes of communicative acts as preceptors or preceptees. Specifically, it analyzes two tensions in the import of the concept "preceptorship": the primary tension arising in the process of adapting and enacting an unfamiliar concept, and a secondary tension arising following the anchoring processes, where nurses rethink their own senses of the value of their roles as nurses. Research data were collected by participant observation, ethnographic interviews, and analysis of written narratives. The paper concludes that the nurses did not feel much difficulty in anchoring a foreign concept to their nursing practices and education. It finds that they interpreted preceptorship in their own ways, comparing it with similar concepts; however, its togetherness, one of primary concepts of preceptorship, invoked controversial utterances. (Contains 32 references.) (NKA) modified as the central values of the organization, and how its social and political context underwent significant changes. The report focuses on the values held by the teachers and how these values are not constant in people, time, and place. The study was qualitative, using participant-observer techniques, and approached the topic from a grounded-theory perspective. From the data, three categories of teachers emerged: social groupings, ideological orientations, and proximity to power. These three perspectives by which teachers viewed each other and themselves were interrelated and significantly affected the school's formal organization and the manner in which the participants responded to conflict and change. Some of these informal groups were based around a common teaching ideology, and some groups were primarily social in their basis. Ideology led some teachers, who had taught in the school for many years, to resist the school's change to site-based management, whereas other teachers, who were ideologically grouped, embraced change. (Contains 17 references and 3 figures.) (RJM)

interviews and observations at the statewide organizational meeting that inaugurated the alliances, at the semiannual meetings of all the individual alliances' steering committee officers, at the statewide annual conferences, and at several alliance steering committee meetings. The data show that faculty participating in the alliances reported more involvement in professional development activities, an increased willingness to change their teaching, and a more positive attitude toward teaching. (RJM)

ED 425 522 EA 029 487

Davidson, Betty M.; Taylor, Dianne L.
The Effects of Principal Succession in an Accelerated School.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; *Change Strategies; Early Childhood Education; Educational Change; Educational Environment; *Instructional Leadership; *Principals; School Administration
IDENTIFIERS- *Accelerated Schools

This paper examines the effects of principal succession in a school-reform process. The report focuses on multiple changes in the principal's position at a primary school participating in the accelerated schools project. The text opens with an overview of the accelerated schools project followed by a description of the study's methodology. Data were collected at a rural elementary school comprised of 440 low-socioeconomic status youngsters in grades pre-kindergarten through second. Case-study methods were used to collect qualitative data through semistructured interviews. Interviewees included the three principals appointed to the school after the accelerated schools process began. A detailed analysis of each principal's time in office is presented. The results show that restructuring processes can withstand changes in principalship under certain circumstances and that changing principals is not in itself damaging to the restructuring process. Rather, the orientation of the new principal and his or her fit with the organization and its members are salient. New principals who do not know and/or do not support the process create obstacles that undermine progress, all of which emphasizes the importance of fundamental systemic change. (RJM)

IDENTIFIERS- Supreme Court

Judicial decisions affecting educational policy and management that were handed down in 1997 by state appellate courts and federal courts are summarized and analyzed in this book. The analyses, each written by one or more experts in educational law, are divided into nine topical chapters: (1) employees; (2) school governance at the state and local levels; (3) pupils; (4) bargaining between schools and employee unions; (5) students with disabilities; (6) torts, or laws offered to remedy individuals for harm caused by the unreasonable conduct of others; (7) sports; (8) higher education; and (9) students in higher education. The book contains a 12-page alphabetical listing of cases cited in the text as well as a 5-page index. (JMD)

ED 425 543 EA 029 524

Kane, Pearl Rock
New Jersey Charter Schools: The First Year, 1997-1998.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; *Charter Schools; Elementary Secondary Education; Organizational Effectiveness; Policy Formation; *Public Schools; Responses; Surveys
IDENTIFIERS- *New Jersey

Thirteen charter schools were opened for the first time in New Jersey in 1997, and 23 new charter schools were approved for the following year. This study, prepared for the New Jersey Institute for School Innovation, provides information on the experience of the first year of charter schools' operation, the results of which may be useful in shaping policy and practice. The goal was to capture the responses to charter schools, both inside and outside the schools, and to show which challenges have to be met for the movement to succeed. To learn about the benefits and challenges of charter schools, interviews, site-visits, and survey research were employed. More than 200 people and all 13 charter schools and 9 local school districts participated in the interviews. With this information in mind, the study attempted to answer the following questions: (1) How are charter schools different from other public schools in New Jersey? (2) What are the attitudes, opinions, and experiences of those involved? (3) What issues and concerns have emerged after the first year? and (4) What have charter school constituents learned that may prove helpful for other founders of charter schools. Five appendixes include history of the charter school concept, interview protocols, site visit protocols, demographic survey, and research staff. (JMD) retardation were less actively involved in their job search than individuals with other disabilities; (2) staff used more individualized job search strategies such as job restructuring, job matching, and job accommodations for individuals with mental retardation; (3) more traditional job search strategies such as offering subminimum wage and having the employee on the agency payroll instead of the employer's were used more frequently with individuals with mental retardation than other disabilities; (4) personal and professional networks to develop job leads were used less frequently with individuals with mental retardation; (5) individuals with mental retardation obtained jobs predominately in food service, manufacturing, maintenance, and retail; (6) the mean income for individuals with mental retardation was $4.87 an hour; and (7) individuals with mental retardation indicated higher levels of job satisfaction than those with other disabilities. (CR)

IDENTIFIERS- *Attitudes toward Disabled; Australia; South Africa

This paper outlines a collaborative research project between six teacher training universities in Australia and South Africa which investigated preservice teachers' acceptance of and social interactions with people with a disability. Preservice teachers (n=2,850) were asked to complete a 20-item Interactions with Disabled Person Scale and twelve accompanying items about a range of demographic characteristics. Results found preservice teachers who had already completed a previous postgraduate degree in another field of study exhibited slightly higher levels of discomfort than did those who had not undertaken any other study since leaving school. Conversely, those who had taken an elective unit on special education as part of the preservice course indicated less discomfort than those who had not done so. Only 124 of the preservice teachers had undertaken any compulsory units on children with special needs; however, the levels of discomfort for those who had completed a compulsory unit were actually greater than the levels indicated by preservice teachers who had not undertaken any compulsory units. The need to undertake extreme caution in the development of compulsory units to ensure that the outcome is not an increase in discomfort on interactions with people with disabilities is discussed. (Contains 24 references.) (CR) contribution of oral language disorders to the classroom performance of secondary students. Five brief case examples illustrate the effects of language disorders on social competence, ability to follow verbal instructions and routines, ability to cope with a bilingual background, and development of self-esteem. Suggestions for identifying language disorder in high school students are listed under the categories of: (1) problems with speaking and listening, (2) problems with school work, and (3) behavioral problems. Also offered are specific guidelines for modifying teacher talk to assist students with language disorders such as requesting feedback, slowing the rate of presentation, and encouraging students' seeking help and clarification. Suggestions for modifying classroom work to help students with language disorders include ways to make instructions explicit and to ensure that students complete tasks without experiencing failure. (Contains 13 references.) (DB)

actions in resolving the most frequently noted IAQ complaints have mostly come through improvements in better air ventilation and cleaning and maintenance procedures. The Environmental Protection Agency (EPA) is assisting Vermont officials in some IAQ testing and is providing guidance and sponsoring workshops. The agency has addressed IAQ problems at the two federal buildings selected for review, including extensive physical improvements in its Washington, D.C., headquarters buildings. Similar improvements have been made at the General Services Administration(GSA) office building in Baltimore, Maryland. Additionally, the EPA and GSA have increased the availability of medical services at each of these buildings to assist occupants with IAQ-related problems. (GR)

ED 425 622 EF 005 119

Riley, Richard W.
American Institute of Architects Conference, Washington, D.C., February 5, 1998. Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Public Schools; *School Safety
IDENTIFIERS- *Architect Role

The U.S. Secretary of Education, Richard W. Riley, addressed the American Institute of Architects on the problem of school safety resulting from building age and/or building code violations. The Secretary stated that the problem is a large national embarrassment and reveals the Clinton Administration's response through new construction bonds and tax credits for holders of these bonds. Mr. Riley indicated that the school construction explosion is beginning and that this affords architects and their colleagues an opportunity to create better and more engaging learning environments. Finally, the Secretary stated that the Administration is seeking new ways to engage Americans in the process of school designs that can be vital centers of the community, and challenges architects to build buildings that not only accommodates the schools' functional needs, but can lift children up towards the information age. (GR) whose unfamiliar ways occasion in him surprise, wonder, and eventually, the wish to inform the people of his native Europe about them. Each of the seven narrative sections is followed by a wide variety of exercises from which a selection can be made to suit a particular class. Questions on the text and on geography related to the Age of Discovery are followed by punctuation and grammar exercises for those with the relevant experience. Each chapter ends with a poem connected with the "Wish, Wonder, and Surprise" theme, suggestions for an essay and a German-English vocabulary list. As additional material of a different nature, at the back of the volume there is a humorous dialogue, together with a tried and tested comedy. (Author/VWL)

ED 425 645 FL 025 562

Hargett, Gary R.
Assessment in ESL & Bilingual Education: A Hot Topics Paper.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Bilingual Education; Classroom Observation Techniques; Cloze Procedure; Educational Trends; *English (Second Language); Evaluation Criteria; Evaluation Methods; Intelligence Tests; Language Proficiency; *Language Tests; *Limited English Speaking; Oral Language; Reading Tests; Second Language Programs; Special Education; Speech Skills; Student Evaluation; Test Construction; Test Format; Test Items; *Testing; Trend Analysis; Vocabulary Development; Writing Exercises; Writing Tests
IDENTIFIERS- *Placement Tests

The purposes and methods of testing in bilingual and English-as-a-Second-Language (ESL) education are discussed. Different instruments, including specific published tests, are listed and described briefly. They include language proficiency assessments, achievement tests, and assessments in special education. Introductory sections address topics surrounding the testing itself, including the need to understand the purposes of the testing and of a specific test, the information needed about a student, specific uses of that information, when it is appropriate to test the student, and defining second language proficiency. (Contains 20 references.) (MSE) of Total Physical Response techniques, using students' prior learning, integration of work- related information into lessons, letting the student be the teacher, and keeping students interested. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 425 665 FL 801 273

Burt, Miriam
ESL Fact Sheet.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Classroom Techniques; *English (Second Language); *Language Teachers; Second Language Instruction; *Second Language Programs; *Student Characteristics; *Student Motivation; Student Needs; Teacher Qualifications; *Time Factors (Learning)

This fact sheet on English-as-a-Second-Language (ESL) instruction provides brief explanations of the following: the meaning of the terms ESL and ESOL (English for Speakers of Other Languages); student motivation for taking ESL classes; how long it takes to learn English; ESL adult enrollment rates; ESL program design options; general methods and approach used for ESL instruction; the teacher's language competency needs; some current salient issues in ESL instruction; and how to obtain more information about the field. (MSE) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) freshmen at 2-year institutions are more likely to interrupt their enrollment before the end of their first year. The essay is followed by a compendium of tables that provides comprehensive information about enrollment, academic activity, background characteristics, financial aid, employment, educational plans, life goals, institutional involvement, and community involvement. A glossary and technical notes are appended. (DB)

ED 425 685   HE 031 735

Wenniger, Mary Dee Ed.
Women in Higher Education, 1998.
PUB DATE- 98
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Administration; *College Faculty; *College Students; *Females; Feminism; *Higher Education; Leadership; Sex Discrimination; Womens Athletics; Womens Education

This document consists of the twelve consecutive numbers of the newsletter "Women in Education", published during 1998. This newsletter focus on issues concerned with women students, women faculty, and women administrators in higher education. Each issue includes feature articles, news items, and profiles of significant people. Feature articles address the following topics: the media, women's athletics, conflict resolution, feminist scholarship, gender equity goals, women and campus leadership, Hispanic American women in higher education, lesbian faculty, gender politics, affirmative action, marketing women's athletic teams, Title IX of the Higher Education Act, gender pay equity, sexual harassment, women college presidents, networking, women as leaders of campus security forces, the Internet and classroom teaching, court litigation, violence prevention on campus, lesbian administrators, compensation equity for athletic coaches, mentoring at community colleges, teaching leadership skills, measuring faculty productivity, the exploitation of graduate students, women in Catholic higher education, career development, women as chief financial officers, female middle administrators, and women's studies. (DB) the trend, Keiko makes his way in the waters of his original home off Iceland, and Netanyahu and Arafat in intense talks (October 12-16); Britain's arrest of Chile's former dictator Augusto Pinochet provokes reactions of both praise and outrage, Iraqi officials insist it's time to lift the economic sanctions imposed by the U.N., a blind painter creates fascinating images of things he has never seen, and Hollywood blockbuster films are dubbed for audiences in India (October 19-23); John Glenn's return to space sparks a renewed interest in Space Camp, the site of the Salem Witch Trials, a NASA invention helps one young woman win her battle with cancer, and the South Africa Truth Commission Report (October 26-30). (DLS)

Marcus, Robert L.; Robertson, Douglass
Web Based Parallel Programming Workshop for Undergraduate Education.
PUB DATE- 98
NOTE- 11p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; Computer Assisted Instruction; *Computer Science Education; Computer System Design; Higher Education; Instructional Materials; *Material Development; *Programming; Programming Languages; Undergraduate Study; *Workshops; *World Wide Web
IDENTIFIERS- Central State University OH; Course Development; Department of Defense; FORTRAN Programming Language; *High Performance Computing; *Parallel Distributed Processing; Web Sites

Central State University (Ohio), under a contract with Nichols Research Corporation, has developed a World Wide web based workshop on high performance computing entitled "IBN SP2 Parallel Programming Workshop." The research is part of the DoD (Department of Defense) High Performance Computing Modernization Program. The research activities included developing techniques for converting classroom materials to Web presentations and algorithms in parallel programming techniques. Traditional classroom materials were prepared for Web presentations using the Accelerated Web Page System in the Scientific Visualization Center which used an optical character reader to scan printed material, and the Omnipage-Pro toolkit to produce HTML. The Internet Assistant software under Microsoft Office 97 was used for converting Microsoft Word documents to Web page files. The workshop material presents a series of sample programs on parallel programming using FORTRAN 90. It discusses topics on process synchronization, deadlock, data distribution, and load balancing. The workshop is designed for entrant level parallel programmers to make it suitable for undergraduate instructions and DoD applications. Basic algorithms on sorting, searching, statistical computations, numerical methods and linear systems are presented. The workshop is hosted on the Web server at Central State University and Wright Patterson Air Force Base, Dayton, Ohio. The workshop was successfully field tested on undergraduate students at Central State University. (Author/AEF)

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ED 425 724 IR 019 212

Martys, Michael; Redman, Don; Huff, Alice; Czar, Dave; Mullane, Pat; Bennett, Joseph; Getty, Robert

CNAV: A Unique Approach to a Web-Based College Information Navigator at Gettysburg College.

PUB DATE- 98

NOTE- 10p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; College Faculty; College Students; Computer Software Development; *Computer System Design; Higher Education; Information Retrieval; Information Seeking; *Information Systems; *Navigation (Information Systems); *User Needs (Information); Users (Information); *World Wide Web

IDENTIFIERS- College Information System; Gettysburg College PA; *Search Engines; Web Sites

In 1997, Gettysburg College (Pennsylvania) deployed the CNAV (College Navigation) Web tool to allow the students' and the entire college community the ability to better navigate through its college's curricular, co-curricular, and extracurricular offerings. CNAV is unique because, rather than treating the Web as a series of static pages, it treats the Web as a series of "puzzle pieces" that can be assembled into different views. CNAV remembers the particular interests (attributes) of every campus member and uses this information to draw the campus member's attention to pieces the individual would find interesting. Approximately 76% of faculty, staff, and students have used CNAV, and approximately 50% of the students and faculty use it frequently. CNAV currently runs on a Sun Sparcserver 3000, using an Oracle database and Netscape Commerce Server. A customized Excite search engine provides keyword searching on courses, people, and groups. The functionality of CNAV includes: course information, course information-editing tools, electronic reserves, communication, online course deficiency tool, privacy, interest tool, interest matching tool, personal information, online transcripts, surveys, campus events, campus-wide bookmarks, financial reports, e-mail aliases on the fly, fast e-mail access to student advisors, keyword and multiple condition search tools, group tools, customizability, appointment tracking tools, access logs, and high level overviews. Admissions, alumni, and advising modules are under development. (AEF)

ED 425 725 IR 019 213

Swanson, Dewey A.; Phillips, Julie A.

TQM in a Computer Lab.

PUB DATE- 98

NOTE- 9p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

ED 425 744 IR 056 709

More Than Screen Deep: Toward Every-Citizen Interfaces to the Nation's Information Infrastructure.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 443p.; Additional papers from the conference can be found at the Web site: http://www2.nas.edu/CSTBWEB
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; *Information Networks; Interaction; *Telecommunications; User Needs (Information); Workshops
IDENTIFIERS- Computer Users; Connectivity; *National Information Infrastructure

The National Information Infrastructure (NII) holds the promise of connecting people of all ages and descriptions--bringing them opportunities to interact with businesses, government agencies, entertainment sources, and social networks. Offering data, examples, and expert commentary, this book charts a path toward enabling the broadest possible spectrum of citizens to interact easily and effectively with the NII. In response to a request from the National Science Foundation, the Computer Science and Telecommunications Board of the National Research Council convened a steering committee to evaluate and suggest fruitful directions for progress in user interfaces to computing and communications systems. The steering committee planned a two-day workshop that was held in August 1996; its role was also to sift through the many inputs of the workshop to distill key themes, ideas, and recommendations. The results compose part 1 of this report, which is a synthesis and distillation primarily of workshop-related inputs and which focuses on research opportunities. Position papers contributed by workshop participants are included in part 2. Position papers are divided according to the following: On Interface Specifics; On Functions; On Application Areas; On Selected Population Groups; and On Key Processes. (AEF)

ED 425 745 IR 057 244

Council on Library and Information Resources. Annual Report 1997-1998.
PUB DATE- 98
NOTE- 53p.; For the 1996-1997 annual report, see ED 414 915.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Archives; Change; Electronic Libraries; Foreign Countries; Grants; Leadership; *Libraries; *Library Administration; *Library Cooperation; Library Funding; Library Services; Preservation; Publications; Users (Information)
IDENTIFIERS- Commission on Preservation and Access; *Council on Library Resources; Economics of Information; Financial Reports; Task Force Approach

This annual report of the Council on Library and Information Resources (CLIR) contains a list of funders and sponsors, and includes a message from the president. The major CLIR programs are described: (1) Preservation and Access, including international projects in South Africa, Latin America, Asia, and Europe; (2) Digital Libraries, including organizational

ED 425 763 JC 980 220

The Postsecondary Symposium on School-to-Work (Chautauqua, New York, May 29-30, 1997). Proceedings.
SPONS. AGENCY- New York State Education Dept., Albany. Regents Advisory Committee on Educational Leadership.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advisory Committees; Articulation (Education); College Governing Councils; Community Colleges; *Education Work Relationship; Educational Improvement; Educational Policy; *Job Training; *Partnerships in Education; Policy Analysis; *Policy Formation; Postsecondary Education; Professional Development; School Policy; State Aid; Two Year Colleges; Workshops
IDENTIFIERS- State University of New York

This document provides the proceedings a Postsecondary Symposium on School-to-Work. Participants were asked to identify and examine issues and offer policy recommendations relative to higher education and School-to-Work (STW), a growing national workforce development reform. The program included keynote presentations from leaders in the STW movement, workshops featuring STW initiatives at the postsecondary level, and a working session to identify a plan of action to increase postsecondary involvement in STW partnerships. The working session generated a set of recommendations for advancing the STW initiative at the postsecondary level that include the following: view education as a community enterprise; operate systems that embrace improvement; revamp the faculty hiring process; survey alumni; increase the connection between work and college; implement a work-based learning requirement; involve employers in education; increase advisory board participation, increase communication on all levels; provide faculty professional development; provide state funding for postsecondary/secondary collaboration and distance learning initiatives; and develop a common articulation system among all institutions. Appendices include the agenda, participant list, and the State University of New York STW committee. (YKH)

ED 425 764 JC 980 414

Livingston, Tab
History of California's AB 1725 and Its Major Provisions.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *College Administration; *Community Colleges; Educational Finance; *Educational Legislation; Full Time Faculty; Governance; *Organizational Change; Part Time Faculty; *Personnel Policy; Transfer Students; Two Year Colleges
IDENTIFIERS- *Assembly Bill 1725 (California 1989); California Community Colleges; Orange Coast College CA

This paper addresses the history of California's Assembly Bill 1725 (AB 1725) legislation and describes its major provisions. Signed in 1988 by Governor George Deukmejian, AB 1725's focus is to emphasize the new role of California community colleges as postsecondary institutions committed to transferring

ED 425 783 JC 990 032

Hyde, David
1998 Earnings Report on Students Leaving CCSF in the 1992/93 Academic Year.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *Community Colleges; Comparative Analysis; Economic Status; Followup Studies; Graduate Surveys; *Outcomes of Education; *Salaries; Tables (Data); Two Year Colleges; Vocational Education; Wages
IDENTIFIERS- *City College of San Francisco CA

This report is designed for analysis by the California Community College Chancellor's Office. Income data were collected for the 1992-93 cohort of community college completers and leavers their last year in school, first year out of school, and third year out of school. Graduates' earnings are based on data in the state unemployment insurance wage file, and incomes have been converted to 1996 dollars using the consumer price index. These data provide a useful tool to community college program directors, instructors, students and industry. By providing a framework to measure student income progress, questions may be answered regarding the kind of financial returns students can expect on educational investments, and which programs help the most in securing lucrative employment. Included in the report are earnings of all CCSF students by educational attainment, age, and vocational exposure, as well as earnings of vocational students by (1) educational attainment, (2) vocational program, (3) age, (4) gender, (5) ethnicity, (6) academic disadvantage, (7) economic status, (8) English proficiency, and (9) disability status. Findings indicate that, as would be expected, the greater the amount of education, the greater the increase in income. (Contains 7 graphs and 13 data tables.) (EMH)

ED 425 784 JC 990 034

Employment Contract: State of Minnesota-Minnesota State Colleges and Universities, Board of Trustees and the Minnesota Community College Faculty Association, 1998-1999.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; Contracts; Educational Legislation; Educational Policy; *Employer Employee Relationship; Faculty College Relationship; *Faculty Organizations; Governance; Higher Education; *Negotiation Agreements; Personnel Policy; *State School District Relationship
IDENTIFIERS- *Minnesota Community College Faculty Association; *Minnesota State Colleges and Universities

This document contains an agreement made in December 1997 between the State of Minnesota/Minnesota State Colleges and Universities and the Minnesota Community College Faculty Association. The contract's purpose was to promote effective relations between the two entities, as well as to (1) further

ED 425 802 PS 026 951

Friedl, Erika
Children of Deb Koh: Young Life in an Iranian Village.
PUB DATE- 97
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Childhood Needs; Cultural Context; Cultural Influences; Ethnography; *Folk Culture; Foreign Countries; Life Style; *Parent Child Relationship; *Sociocultural patterns
IDENTIFIERS- Iran; *Iranians

This book is based on ethnographic research carried out between 1965 and 1994 during eight visits to a tribal region in southwest Iran. The book weaves together local practices, cognitive categories, folklore, and anecdotes concerning all aspects of growing up to illuminate the world of children in the village of Deh Koh. The book describes how children in Deh Koh use games, pastimes, and the gendered patterns of interaction to surmount authority and personal demands in a village life that seems to limit young people's experiences. Examples of chapters are: (1) "Three Children and a Man with a Flute"; (2) "Big Belly" (pregnancy); (3) "Dreaming a Horseman"; (4) "Named Lion, Named Rose"; (5) "Lullabies and Jouncing Songs"; (6) "Talking to, Talking about"; (7) "The Logic of Children's Miseries"; and (8) "Beauty, School, and Men's Desires." (EV)

ED 425 803 PS 026 955

Skoog, Eva
Hur arbetar forskollarare med bild? En studie av fem forskollarare som leder barn i bildaktiviteter (How Do Preschool Teachers Work with Art Activities? A Study of Five Preschool Teachers Leading Children in Art Activities).
PUB DATE- 98
NOTE- 116p.
LANGUAGE- Swedish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aesthetics; *Art; *Art Activities; Art Education; Behavior Patterns; Classroom Techniques; Foreign Countries; Preschool Education; *Preschool Teachers; *Teacher Behavior
IDENTIFIERS- Sweden

Art education has traditionally played an important role in the Swedish preschool. The subject includes a variety of activities, and different aims have been stressed from both aesthetic and pedagogical points of view. This study sought to describe and analyze how preschool teachers work with children in art activities. The investigation used a qualitative approach whereby five preschool teachers were observed by means of video recordings. Analysis revealed different categories that described the teachers' ways of leading the activities. The categories are related to: (1) teaching functions, such as instructing and stimulating; (2) actions that create order, such as directing and serving; and (3) actions that create relations, such as conversing and taking notice of children. All the teachers were very active creating relations and serving the children, but they also varied in their ways to lead the activities. Three patterns were discerned concerning

ED 425 822 PS 027 122

Orthner, Dennis; Cole, George; Ehrlich, Roger
Smart Start and Local Inter-Organizational Collaboration: Local Collaboration for Children and the North Carolina Smart Start Initiative. UNC Smart Start Evaluation Report.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Cooperative Programs; *Coordination; Early Childhood Education; Evaluation; *Family Programs; *Human Services; Institutional Cooperation; *Integrated Services; Program Effectiveness; Research Projects
IDENTIFIERS- North Carolina; *Smart Start

A longitudinal assessment of interagency cooperation was conducted as part of a research project designed to monitor the implementation and development of the Smart Start collaboration process. Telephone interviews were conducted with key informants from organizations providing services to children, and the resulting qualitative, quantitative, and network data were analyzed. The findings indicate that Smart Start is facilitating collaboration among local providers of services to children under six years of age and their families. The assessment provides information on the nature, extent, and productiveness of that collaboration. Specific findings indicate the following: (1) Smart Start appears to have improved local inter-agency collaboration among organizations that serve young children and their families; (2) substantial variations across partnerships in levels of inter-organizational collaboration are common; (3) the local partnership boards and planning process appear to encourage inter-agency collaborations; (4) there is uneven participation among members of local partnerships; (5) there is a potential link between Smart Start collaboration and local human service system coordination and integration; and (6) additional analysis will be necessary to examine the potential effects of Smart Start regionalization and welfare reform. (SD)

ED 425 823 PS 027 124

Every Kid Counts in the District of Columbia: 5th Annual Fact Book, 1998.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 37p.; For the 1997 Annual Fact Book, see ED 419 576.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; *Children; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Family Violence; Homeless People; Incidence; Mortality Rate; Out of School Youth; *Poverty; Prenatal Care; Safety; *Social Indicators; Special Needs Students; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- Arrests; Child Safety; *District of Columbia; Welfare Reform

This Kids Count report details trends in the well-being of the District of Columbia's children. Following an executive summary

ED 425 842 PS 027 150

Rothenberg, Dianne
Early Childhood Education in a Technological Age.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Statewide Conference of the Iowa Association for the Education of Young Children (Des Moines, IA, October 23-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Computer Uses in Education; Computers; *Early Childhood Education; Educational Innovation; *Educational Technology; Information Technology; *Internet; *Technological Advancement; Technology; World Wide Web
IDENTIFIERS- ERIC; *ERIC Clearinghouse on Early Childhood Education

This keynote address discusses far-reaching effects of technology on the education of young children. The speech contains a brief description of the course technological advancements have taken, the way technology has been integrated into daily life, and prevalent education-related uses of the Internet. New technologies are important for early childhood educators. Utilizing the example of the ERIC Clearinghouse, arguments are presented stressing the importance of new information technology including information access, representation, and professionalization of the field of early childhood education. Issues of misuse and lack of privacy are also presented. The paper then addresses what early childhood educators gain and lose in the new information society. Using as an example the National Parent Information Network and its attempts to address issues of parental isolation from salient information, families and their exeriences in the technological world are described along with what families can gain and lose in the new technological age. The speech concludes by noting that technology fosters changes that must be acknowledged, understood, and addressed. (SD)

ED 425 843 PS 027 152

Wilkinson, J. Eric; Watt, Joyce; Napuk, Angela; Normand, Barbara
Baseline Assessment Literature Review and Pre-School Record Keeping in Scotland. Interchange No. 55.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; Evaluation Methods; *Evaluation Research; Foreign Countries; *Literature Reviews; *Preschool Education; *Preschool Evaluation; *Recordkeeping
IDENTIFIERS- *Baseline Data; England; *Scotland; Wales

Every opportunity should be taken to communicate research findings both inside and outside government programs and make them accessible to policy makers, teachers, lecturers, parents, and employers. The "Interchange" series aims to further improve the Educational Research Unit's (ERU) dissemination of the findings of research funded by the Scottish Office Education and Industry Department (SOEID). This double issue of

ED 425 860 PS 027 235

Offenberg, Robert M.; Holden, Barbara
Kindergarten Enrollment Age and Achievement: Overage Enrollment.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Elementary School Students; Enrollment; *Kindergarten; Kindergarten Children; Longitudinal Studies; Primary Education; *School Entrance Age

Research on the relation of age of admission to kindergarten and later school achievement has yielded inconsistent findings. This study examined the school district records of two cohorts of kindergartners who had been enrolled in the same school district during Fall 1989 and Fall 1990. Records for both cohorts were examined at the completion of second grade, and records for the 1990 cohort were further examined at the completion of sixth grade in 1997. The findings suggest that a high percentage of children who were enrolled in kindergarten after they had reached their sixth birthday and were thus age-eligible for first grade had problems that appeared before the end of second grade, and problems that were manifest 7 years later. In addition, both students who were held back and students who skipped grades were over-represented among the overage group. Overage students earned lower grades than their peers, but the distribution of scores, as reflected by standard deviation, was the same. It was concluded that when overage children are enrolled in school, exploring the reasons parents give for such enrollment may provide clues about areas in which schools need to provide support. (KB)

ED 425 861 PS 027 241

Salomon, Anne
Parental Support for Their Children with or without Behavior Problems: An Exploratory Study.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (ISSBD) (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Foreign Countries; *Parent Attitudes; *Parent Child Relationship; Parent Role
IDENTIFIERS- Family Support; *Parent Responsiveness

This exploratory study sought to identify: (1) parents' representations of children's need for support; (2) the nature and frequency of the support that parents believe they have given their child; and (3) the differences between the representations of parents whose child has behavior problems and those of parents of children without behavior problems. Twenty-seven parents of children ages 6 to 9 (10 children had behavior problems) responded to 2 questionnaires and a semi-structured interview. Findings indicated that parents in both groups reported having given support to their child in similar proportions. However, the parents of children without behavior

ED 425 878 RC 021 671

Jenkins, Dorothy I.; Jenkins, Quentin A. L.
Visions along the Trail: Community Action and Visitor Employed Photography in Two Native American Communities.
SPONS. AGENCY- North Central Regional Center for Rural Development, Ames, IA.; Louisiana State Univ., Baton Rouge.; Iowa State Univ. of Science and Technology, Ames.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Portland, OR, August 6-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *American Indians; Community Control; *Community Development; *Community Needs; Educational Needs; Housing Needs; Needs Assessment; *Participatory Research; *Photography; Rural Areas; Rural Development; Rural Sociology
IDENTIFIERS- *Native Americans

Rural community development is undergoing changing visions, activities, and methodologies. Factors impacting this change include decentralization, budget reduction in the public sector, and globalization and downsizing in the private sector. Community "building" (community-generated change and emphasis on capacities rather than deficiencies) must replace the concept of community "development." In this paper, visitor-employed photography (VEP) is explored as an appropriate new tool in community building. Nineteen research participants from the Winnebago and Omaha tribes were given cameras and asked to take photographs of self-selected positive and negative aspects of their environment and share and explain their perceptions. Analysis of VEP data showed community strengths, directions for change, and resident priorities and vision. Omaha participants were concerned about their lack of inclusion on the local school board and consequent lack of control over curriculum and other matters. Positive VEP images showed individual teachers who encouraged study of Indian culture despite the antagonistic school board, while negative images showed fences that prevented viewing of school sports events by Indians who could not afford admission. Winnebago participants focused on their community's need for adequate affordable housing. VEP interviews singled out community leaders and provided the means for directing efforts toward community building and action. (SAS)

ED 425 879 RC 021 676

Building Communities of Hope: Best Practices for Meeting the Learning Needs of At-Risk and Indian and Metis Students. Community Schools Policy and Conceptual Framework and Implementation Handbook.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; *Canada Natives; *Community Schools; Culturally Relevant Education; Educational

ED 425 895 RC 021 770

Pavel, D. Michael
Schools, Principals, and Teachers Serving American Indian and Alaska Native Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; College Applicants; *Educational Attainment; Elementary Secondary Education; Enrollment; *Graduation Requirements; *Institutional Characteristics; Minority Group Teachers; Principals; *Public Schools
IDENTIFIERS- *Bureau of Indian Affairs Schools; ERIC Digests; Graduation Rates; *Schools and Staffing Survey (NCES)

This digest summarizes selected data from the American Indian supplement to the 1993-94 Schools and Staffing Survey (SASS). Three Indian school types are compared: schools controlled or funded by the Bureau of Indian Affairs (BIA/tribal schools), public schools with 25 percent or more Indian enrollment (high Indian enrollment (HIE) public schools), and public schools with less than 25 percent Indian enrollment (low Indian enrollment (LIE) public schools). In 1993-94, nearly half of all American Indian and Alaska Native students were enrolled in approximately 170 BIA/tribal schools and 1,244 HIE public schools. These schools frequently incorporate Native culture and values in their educational programs. BIA/tribal and HIE public schools made important strides during the early 1990s to raise standards for high school graduation while improving graduation and college application rates. However, there was and remains a shortage of Native people serving as role models in administrative and teaching positions. About 47 percent of principals and 38 percent of teachers in BIA/tribal schools identified themselves as American Indian or Alaska Native; these figures were 13 and 15 percent, respectively, in HIE public schools. (Contains 17 references and a table of high school graduation requirements in the three types of schools.) (SV)

ED 425 896 RC 021 771

Collins, Timothy
Charter Schools: An Approach for Rural Education? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Charter Schools; Educational Change; Educational Policy; Educational Research; Elementary Secondary Education; Experimental Schools; *Institutional Characteristics; *Rural Education; School Community Relationship; Small Schools
IDENTIFIERS- ERIC Digests

ED 425 916 SE 061 913

Old as the Hills. Morrow Mountain State Park: An Environmental Education Learning Experience Designed for Grades 5-7.
PUB DATE- 98
NOTE- 89p.; Revised edition of ED 376 025. For other documents in the series, see SE 061 912-914.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Curriculum Guides; *Earth Science; Environmental Education; Field Trips; *Geology; Group Activities; Hands on Science; Instructional Materials; Intermediate Grades; Junior High Schools; Natural Resources; *Outdoor Education; *Petrology; *Science Education; Volcanoes
IDENTIFIERS- Erosion; *North Carolina; Rocks; *State Parks

This curriculum packet was developed and designed to provide environmental education through a series of hands-on activities for the classroom and the outdoor setting of Morrow Mountain State Park, North Carolina to introduce students to the geology of the Uwharrie Mountains. Designed for grades 5 through 7, the packet meets the established curriculum objectives of the North Carolina Department of Public Instruction. Students are exposed to major concepts such as weathering, erosion, rock cycle, rock types, and geologic processes. The packet is divided into nine sections: (1) introduction to the North Carolina State Parks system, Morrow Mountain State Park, and the activity packet; (2) activity summary and correlation chart showing how each activity correlates with Department of Public Instruction objectives; (3) pre-visit activities on sedimentary, metamorphic, and igneous rock formation; (4) on-site activities on rock types and characteristics of the Uwharrie Mountains; (5) post-visit activities to reinforce and review previous lessons; (6) vocabulary; (7) references; (8) an appendix summarizing the Uwharrie Mountains geology; and (9) a scheduling worksheet, permission form, and program evaluation form. All activities include curriculum objectives for each grade level, descriptions of location, group size, estimated time needed, materials needed, major concepts covered, and activity objectives, as well as background information for the educator, instructions, student information sheets, and worksheets. Most activities also include extensions and assessment tools. (PVD)

ED 425 917 SE 061 914

Wild Wonderful Water. South Mountains State Park: An Environmental Education Learning Experience Designed for Grades 4-5.
PUB DATE- 97
NOTE- 121p.; Revised edition of ED 376 041. For other documents in the series, see SE 061 912-913.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Curriculum Guides; *Earth Science; *Ecology; *Environmental Education; Field Trips; Group Activities; Hands on Science; Instructional Materials; Intermediate Grades; Natural Resources; *Outdoor Education; Science Education; Water Pollution; *Water Quality
IDENTIFIERS- *North Carolina; Rivers; *State Parks; Stewardship

ED 425 939 SE 062 110

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Alabama. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 111-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Alabama; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grades 4 and 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Alabama, 2,541 students in 99 public schools and 239 students in 10 nonpublic schools were assessed at the fourth-grade level and 2,261 students in 97 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Alabama fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Alabama was 212 compared to 222

ED 425 950 SE 062 121

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Hawaii. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Hawaii; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Hawaii, 2,578 students in 106 public schools were assessed at the fourth-grade level and 2,189 students in 51 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Hawaii fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Hawaii was 215 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Hawaii was 262 compared to

ED 425 960 SE 062 131

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Mississippi. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 213p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Mississippi; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Mississippi, 2,716 students in 103 public schools and 268 students in 11 nonpublic schools were assessed at the fourth-grade level and 2,487 students in 103 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Mississippi fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in

ED 425 971 SE 062 142

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Oregon. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 209p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Oregon; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Oregon, 2,233 students in 95 public schools were assessed at the fourth-grade level and 2,323 students in 98 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Oregon fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Oregon was 223 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Oregon was 276 compared to

ED 425 982   SE 062 153

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Wisconsin. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 211p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Wisconsin

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Wisconsin, 2,437 students in 99 public schools were assessed at the fourth-grade level and 2,165 students in 90 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Wisconsin fourth- and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Wisconsin was 231 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Wisconsin was 283 compared

ED 425 997 SO 028 677

McGinnis, James; McGinnis, Kathleen; Ristau, Karen, Ed.; Haney, Regina, Ed.
As We Teach and Learn: Recognizing Our Catholic Identity. Module 6: Social Justice.
PUB DATE- 97
NOTE- 54p.; For other study modules and the assessment package, see SO 028 672-78.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics; Christianity; Church Related Colleges; Curriculum; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Education; Instruction; Nuns; *Parochial Schools; Priests; *Religious Education; Religious Organizations; Teaching Guides
IDENTIFIERS- *Catholic Church; *Social Justice

The As We Teach and Learn program consists of an instrument to assess the Catholic dimension of a school and is designed to be used with study modules in a faculty-meeting format. Module topics include: "Faith Community"; "Faith Development"; "Religion Curriculum Articulation: Faith as the Root of all Instruction"; "Service Learning"; "Prayer and Liturgy Integration"; and "Social Justice." Each module has been created so that it can stand alone or be used with other modules. Each module contains an overview of the complete program, a general introduction, directions and suggestions for using the program, a suggested first faculty meeting outline, an introduction to the module, outlines of five meetings, materials which can be duplicated, a suggested final faculty meeting, and a school planning form. This module, "Social Justice," focuses on Catholic social teaching and the challenge to Catholic education to make justice and peace central to teaching. Five specific topics include: "Is Catholic Social Teaching a Formal Part of the Religion Curriculum and Integrated into and Encouraged by the Entire Educational Process?"; "Provisions for Families Who Are Economically Poor"; "Are Students Challenged To Live in a Socially-Responsible Way?"; "Does the Student/Teacher Population Reflect the Racial and Ethnic Diversity of the Larger Community?"; "How To Promote Racial and Ethnic Diversity in our Schools"; and "How Are Issues of Ageism, Racism and Sexism Addressed?" Ten appendices are included. (RJC)

ED 425 998 SO 028 678

Ford, Judith E.; Ristau, Karen, Ed.; Haney, Regina, Ed.
As We Teach and Learn: Recognizing Our Catholic Identity. Assessment Package.
PUB DATE- 97
NOTE- 29p.; For the study modules, see SO 028 672-77.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics;

ED 426 020 SO 029 367

Art & Fact: Learning Effects of Arts Education. A Collection of Lectures Given during the Two Day International Conference in the World Trade Center, Rotterdam (The Netherlands, March 27-28, 1995).
PUB DATE- 96
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; Aesthetic Values; *Aesthetics; Art Appreciation; *Art Education; Elementary Secondary Education; *Fine Arts; Foreign Countries; Humanities; Music Appreciation; Program Evaluation; Visual Arts
IDENTIFIERS- Europe

This collection of lectures focuses on the learning effects of arts education. Presentations are provided for participants to learn the latest research findings in arts education and the development of theories and practice. The insights can be subdivided into learning effects of arts education and assessment of arts education. Presentation titles include: (1) "Visual and Verbal Learning in Art: The Consequences of Developments in Aesthetics for Art Education and the Psychology of Art" (Michael J. Parsons); (2) "What You See and What You Get: Assessment and Its Constituents" (Ronald N. MacGregor); (3) "Developments in Art Theories. Aesthetics, and Their Implications for Curriculum Content and Evaluation in Arts Education" (Willem Elias); (4) "Objects of Assessment: What Aspects of Learning Effects Do We Assess; Products and/or Processes?" (Donna Kay Beattie); (5) "Naive Versus Sophisticated Viewers: The Effects of Learning and Experience on Aesthetic Perception and Appreciation" (Paul Hekkert); (6) "Assessing Learning Effects in the Visual Arts: What Criteria Should Be Used?" (Doug Boughton); (7) "Does Research on Aesthetic Responses to Music Have Any Implications for Arts Education?" (David Hargreaves); (8) "Why Assess?" (Peter Hermans); (9) "Art Learning in Developmental Perspective" (Norman H. Freeman); (10) "They Make Me Play Better than I Do; New Approaches to Evaluating Arts Education Programmes" (Dennie Palmer Wolf and Dana Balick); (11) "Teaching Children To Draw" (Maureen V. Cox); (12) "Effects of Arts Education in Primary and Secondary Education on Cultural Consumption and Socioeconomic Careers in Later Life" (Harry B. G. Ganzeboom); (13) "Children's Talent in Fine Art: Optimisers and Obstructions" (Joan Freeman); (14) "Evaluating Artists in Schools Programmes" (Ken Robinson); (15) "Music in Perspective" (Gert-Jan de Haas); (16) "Arts Education Programmes in Germany" (Konrad Jentzsch); and (17) "Final Comments" (John Steers). (EH)

ED 426 021 SO 029 370

Bigelow, Bill, Ed.; Peterson, Bob, Ed.
Rethinking Columbus: The Next 500 Years. Resources for Teaching about the Impact of the Arrival of Columbus in the Americas. 2nd Edition.
PUB DATE- 98
NOTE- 194p.; For previous edition, see ED 350 200.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *American Indian History; American Indian Studies;

ED 426 040 SO 029 405

The Social Studies: A Balanced Approach. Utah Secondary Social Studies Core, 1996.
PUB DATE- 96
NOTE- 98p.; For related document, see SO 029 404.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Geography; History; Secondary Education; *Social Studies; State Curriculum Guides; *State Standards
IDENTIFIERS- *Utah

This secondary core curriculum is written to communicate what students are expected to know and be able to do in social studies in the state of Utah. Students are expected to become active, responsible, concerned, and knowledgeable citizens. To achieve this purpose, the social studies program requires the acquisition of a social studies knowledge base, the process skills necessary to analyze and apply that knowledge base, and the attitudes and attributes necessary to analyze and apply that knowledge base. The guide describes the responsibility of the students, the teachers, the administrators, and the parents to help students achieve those ends. The guide is divided by subject area and by courses which are required for graduation and those which are an elective. Each course is then described by a series of numbers, titles, and prerequisites. A course description is provided which outlines in general terms the scope and sequence of the course, as well as areas of focus within the subject matter. Each course is divided into seven standards, which are identical for all courses, grades seven through twelve. The standards outline the broad themes and focuses to be addressed in the course. Following each of the standards are a series of objectives taken from the points of the standard. Examples are a new tie to the state core. Examples are designed only as suggested ways in which the objective could be met and are not intended that each example will be required as a lesson concept. The standards to be developed include: (1) process skills; (2) geography; (3) history; (4) political science; (5) culture (anthropology, sociology, psychology); (6) economics; and (7) life skills. (EH)

ED 426 041 SO 029 407

Berkman, Patience; Eastman, Gloria; Merlay, Donna; Meisler, Susan; Miller, Barbara; Schukar, Ron; Singleton, Laurel R.; Thompson, Sara
Active Geography: Engaging Students in Learning about Our World.
PUB DATE- 98
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Fundamental Concepts; *Geographic Concepts; Geographic Location; *Geography; *Geography Instruction; Instructional Materials; Physical Geography; Secondary Education; Social Studies

This set of lessons uses the six essential standards of "Geography for Life" as a basis. At least one lesson is provided for each standard and linked to one or more of the five fundamental themes of geography. At the end of each

ED 426 060 TM 029 277

Dalin, Per

School Development: Theories and Strategies. An International Handbook. School Development Series.

PUB DATE- 98

NOTE- 273p.; "With the assistance of Katherine Kitson." Earlier versions of these chapters originally appeared in "Skoleutvikling: Teorier for Forandring" (1994) and "Skoleutvikling: Strategier og Praksis" (1995), published in Oslo (Norway) by Universitesforlaget AS.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Centralization; Change; Change Strategies; Decentralization; *Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; International Education; International Studies; Organizational Development; *School Restructuring

IDENTIFIERS- Europe; North America; *Reform Efforts

The first part of this text on school development provides a detailed historical review of school reform in Europe and North America. The middle part of the book gives an overview of the theoretical basis for educational improvement, and the book concludes with an analysis of educational change strategies. The chapters are: (1) "The New Balance: Centralization and Decentralization"; (2) "Theories of Organizations"; (3) "The School as an Organization"; (4) "Leadership and Management Theory"; (5) "Theories of Change"; (6) "Individual Strategies"; (7) "Organizational Strategies"; and (8) "System Strategies." (Contains 22 figures and numerous references.) (SLD)

ED 426 061 TM 029 278

Hubbard, Ruth Shagoury; Power, Brenda Miller

The Art of Classroom Inquiry: A Handbook for Teacher-Researchers.

PUB DATE- 93

NOTE- 171p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Observation Techniques; Data Collection; *Educational Research; Elementary Secondary Education; Financial Support; Research Design; *Research Methodology; *Teacher Researchers

This handbook is devoted to the process of teacher research. It shows teacher-researchers how they can pursue their research activities systematically and carefully and provides a number of research techniques, methods for categorizing data, and suggestions for publishing research. The chapters are: (1) "Try To Love the Questions Themselves: Finding and Framing a Research Question"; (2) "The Artist's Toolbox: Strategies for Data Collection"; (3) "Form and Function: The Research Design"; (4) "Pentimento: Strategies for Data Analysis"; (5) "The Legacy of Distant Teachers: Creative Review of Literature"; (6) "Writing Up Research"; and (7) "You Are Not Alone: Finding Support for Your Research." Four appendixes contain a discussion of research designs, an Incentive Education Project Proposal Form, the names and addresses of teacher-researchers

ED 426 080 TM 029 307

Austin Independent School District Office of Program Evaluation Agenda 1998-99. Publication Number 98.01.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agenda Setting; Educational Administration; *Educational Planning; Elementary Secondary Education; Evaluation Methods; Federal Aid; Formative Evaluation; *Program Evaluation; Research Design; *School Districts; Summative Evaluation
IDENTIFIERS- *Austin Independent School District TX

The Office of Program Evaluation (OPE) of the Austin Independent School District (Texas) (AISD) is charged with evaluating federally, locally, and state funded programs in the AISD. OPE staff carry out mandated reporting for federal and state grants and are increasingly involved in formative evaluations designed for program improvement and summative evaluations designed to help district decision makers. This Agenda describes the methodology of the evaluations planned for the school year, with plans that serve as blueprints for the evaluation staff to follow through the school year. Overviews for each planned evaluation and activity are included in this document. These overviews contain program descriptions, evaluation objectives, and descriptions of evaluation scope and methods. Programs to be evaluated include federally funded "Title" programs, locally and other federally funded programs, and some additional surveys and projects planned by the OEP. (SLD)

ED 426 081 TM 029 308

Taylor, Terence R.
Are You Testing Fairly?
PUB DATE- 90
NOTE- 18p.; A summary in Afrikaans is included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Culture Fair Tests; Equal Education; *Equal Opportunities (Jobs); Ethnic Groups; Foreign Countries; Minority Groups; *Occupational Tests; *Personnel Management; Prediction; Selection; *Test Bias; Test Use
IDENTIFIERS- *Fairness; *South Africa

Because intelligence and culture are inextricably intertwined, the measurement of ability is difficult. Test material inevitably reflects the culture of the test developer. As a consequence of this culture-boundedness, a test might not measure the same thing in another culture, and scores might not be comparable across cultures. There are three main types of test incomparability (or bias): construct, item, and predictive. From the test user's point of view, the most important is predictive bias, for this has a direct bearing on processes of selection or placement of individuals in an organization. Predictive bias and fairness are not synonymous because fairness rests in the use of an assessment instrument and not in the instrument itself. There is no universally agreed-on conception of what is fair and what is unfair in an organization's relations with employees or prospective

ED 426 102 TM 029 332

Chevalier, Shirley A.
Illustrations of the Basic Concepts Involved in Testing for Moderator/Mediator Variable Effects.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Aptitude Tests; *Correlation; *Predictor Variables; *Research Methodology
IDENTIFIERS- *Mediating Factors; *Moderator Variables

An important but too infrequently considered methodology that can be used in research, especially research focusing on Pearson's "r" (B. Walsh, 1996) or the multiple "R" (see B. Thompson, 1992) involves testing for moderator or mediator variable effects. As explained by M. Gall, W. Borg, and J. Gall (1996), moderator analysis "involves identifying a subgroup for whom the correlation between a criterion and a predictor variable is significantly greater than the correlation for the total sample from which the group was formed" (p. 425). A study by M. Zeidner (1987) provides a concrete example of this methodology. Zeidner studied the relationship between aptitude test performance and grade point average. However, he believed that this relationship would be moderated by age (be different across age groups). Therefore, he computed "r" across four different age groups, and found that values differed considerably across age, as expected. Techniques for evaluating these effects are explained and illustrated. In a sense, these dynamics can be related to the "restriction of range" effect (an influence on "r" caused by the variance in the sample; correlation will increase or decrease depending on the range of subjects studied) so widely misunderstood within the social sciences. (Contains 2 figures and 17 references.) (Author/SLD)

ED 426 103 TM 029 333

McMillan, James H.
Educational Research: Fundamentals for the Consumer. Second Edition.
PUB DATE- 96
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Numerical/Quantitative Data (110)
DESCRIPTORS- Consumer Education; *Educational Research; Higher Education; Hypothesis Testing; Literature Reviews; *Measurement Techniques; *Qualitative Research; Research Methodology; *Research Utilization; Sampling; *Statistical Analysis; Tables (Data)

This book is intended for a one-semester or one-term course in educational research. It is designed to enable students to become intelligent consumers of educational research and to introduce its basic principles to those who eventually may be involved in research in their work. The chapters are: (1) "Introduction to Research in Education"; (2) "Variables,

ED 426 121 UD 032 550

Kelch, Deborah Reidy
Californians Concerned about Youth Smoking, Majority Believes Media Has Negative Effect. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 10p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; Health Education; *Mass Media Effects; Policy Formation; *Prevention; Program Development; *Public Opinion; Public Policy; Research Needs; Secondary Education; *Smoking; Surveys; Tables (Data); Taxes; Urban Youth
IDENTIFIERS- *California

This report, second in a series of eight, highlights some of the findings from two recent surveys of the opinions of adult Californians on products and policies affecting youth tobacco use. The specific focus is on public perceptions of the role of the media in affecting youth tobacco consumption. The surveys were conducted in October and November of 1997 for the California Center for Health Improvement. Of those surveyed, 52%, including 40% of smokers, believed that the media is having a negative effect on children and youth in their attitudes toward smoking. The survey also found that people of color and adults with less than a high school education are more likely to believe the media has a negative effect on youth attitudes about tobacco. Additional research is required to explain the different smoking prevalence rates among age, gender, and ethnic subgroups of California youth and to clarify whether these perceptions are true. Seven of ten Californians surveyed believe that smoking by actors and actresses in movies and on television influences minors to start smoking. The surveys also found that a majority of Californians (57%), including 39% of surveyed smokers, support establishing some rules about how tobacco products are used in movies and television. The very limited support for government standards or prohibitions suggests that early strategies to change tobacco depiction in the media should focus on public education along with initiatives to raise awareness about and within the industry. Some of the programs with the potential to do this are described. The surveys also captured the views of Californians on other issues related to smoking by young people. A majority of Californians surveyed (53%), including 35% of surveyed smokers, believe that increasing tobacco taxes will discourage people from smoking, especially children and youth. Policy recommendations to help prevent tobacco use include supporting and expanding public and private efforts to education and mobilize the entertainment industries to take responsibility for the depiction of tobacco in the media. Other strategies, including increasing state excise taxes on tobacco, are suggested. (Contains seven tables and seven references.) (SLD)

ED 426 122 UD 032 551

Worried about Guidance for Young People. Californians Favor Investing in After-School, Mentoring, Education Programs. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.

ED 426 139 UD 032 691

Terrell, Shandra R.
It Just Couldn't Have Been Our School; A Phenomenological Study of the Schooling Experiences of African American Male Inmates.
PUB DATE- 98
NOTE- 176p.; Doctoral Dissertation, University of Minnesota.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Alienation; *Black Students; *Educational Experience; Elementary Secondary Education; Higher Education; Life Events; Males; Phenomenology; *Prisoners; Research Methodology; Stereotypes; *Teacher Expectations of Students
IDENTIFIERS- African Americans

The school experiences of African American male inmates are explored. Nine African American male inmates, ranging in age from 21 to 55, were interviewed regarding their schooling experiences. Interviews were recorded and transcribed to create a text, and themes were uncovered. Themes that describe their schooling experiences were identified. Four themes were: (1) "We don't like being embarrassed"; (2) "Feelin' like we're on the outside peepin' in"; (3) "We want to be cared about"; and (4) "They were afraid of us, and we were afraid of them." The final theme drew the preceding four into an essential understanding of the lived experience of these inmates: "It just couldn't have been our school." This was a phrase used by one participant as he described his experiences at a predominantly Hispanic school. These inmates felt that they did not belong to their schools, and the schools did not belong to them. What was learned from the inmates is summarized in the final chapter and areas for additional research are suggested. (Contains 160 references.) (SLD)

ED 426 140 UD 032 692

Harms, Ruth; Davis, Diane; Mackey, Andrea
Talking about Touching: A Personal Safety Curriculum, Grades 1-3. Teacher's Guide.
PUB DATE- 96
NOTE- 79p.; For related documents, see UD 032 693-694.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Abuse; Curriculum Guides; *Elementary School Students; Primary Education; Program Implementation; *Safety Education; *Sexual Abuse; Student Attitudes; Teaching Guides
IDENTIFIERS- *Touching

This teacher's guide is for a curriculum that focuses on teaching children basic skills that will help keep them safe from dangerous or abusive situations. Using the materials in the "Talking about Touching" kit, parents, child care providers, and teachers can work together to provide the rules, information, encouragement, and practice that children need to help protect themselves. This manual begins with an overview that includes background information on child sexual abuse and research into its causes and prevention. Implementation is discussed, and suggestions are presented for involving families. The following three units are presented for each of grades one through three: (1) four lessons on "Personal Safety"; (2) six lessons on "Touching Safety"; and (3) four lessons on "Assertiveness and Support." Each lesson is

DESCRIPTORS- *Computer Centers; Computer Uses in Education; Evaluation Methods; Higher Education; Improvement Programs; Laboratories; *Quality Control; Questionnaires; Student Needs; Student Surveys; *Total Quality Management; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Customer Satisfaction; Purdue University IN; *Student Assistants

At the Purdue University School of Technology (PST) at Columbus, Indiana, the Total Quality Management (TQM) philosophy was used in the computer laboratories to better meet student needs. A customer satisfaction survey was conducted to gather data on lab facilities, lab assistants, and hardware/software; other sections of the survey included demographics, general comments, and suggestions for improvements. The quality tool, Plan-Do-Check-Act (PDCA), was used to implement change and improve processes in the computer labs. Following a brief background of the school, computer personnel, and computer labs, this paper describes the sample, survey, and results of the TQM approach. Solutions that were developed to solve lab assistant quality dimension problems are listed. Survey results are provided in eight figures. The Computer Labs Customer Satisfaction Survey questionnaire is appended. (AEF)

ED 425 726 IR 019 214

Pollack, Thomas A.
Preparing a Course for Distance Education Delivery.
PUB DATE- 98
NOTE- 7p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Business Administration Education; *Computer Assisted Instruction; *Courseware; Curriculum Development; *Distance Education; Educational Planning; Educational Technology; Evaluation Needs; Foreign Countries; Higher Education; *Instructional Design; Internet; Masters Programs; *Material Development; Partnerships in Education
IDENTIFIERS- *Course Development; Duquesne University PA; Masters of Business Administration; Northern Jiaotong University (China)

Duquesne University (Pennsylvania) has committed to the electronic delivery of an MBA (Masters in Business Administration) program to Northern Jiaotong University in Beijing, China. This paper describes the process of preparing a course for electronic delivery, along with related course preparation issues. The university's partnership with University Online Publishing (UOL) and UOL's "virtual campus" courseware are discussed. Component modules of the UOL Course Author's Reference Guide are summarized, including course structure, learning objectives, glossary, syllabus, references, help, test/quiz, and gradebook tools. The following course planning guidelines provided in the UOL Course Author's Reference Guide are listed: (1) determine the appropriate instructional technologies to use in the course; (2) determine the appropriate structure for the course; (3) plan the screens; and (4) author the content of the course. Concerns related to distance education are considered; these include effective organization and packaging of course materials to optimize the learning process, balance between structure and flexibility in support for digital libraries, materials selection, discovery and retrieval, intellectual property, digital archiving, and technical infrastructure; (3) Economics of Information, including investment in information study, and the Small-Grants Program; (4) Leadership, including the Digital Leadership Institute, publication of "The Mirage of Continuity," the W.K. Kellogg Foundation Project; and the A.R. Zipf Fellowship Program; and (5) American Council of Learned Societies (ACLS)/CLIR Task Forces, convened to examine the changes that technology is bringing to research and scholarship related to audio materials, visual materials, area studies, manuscripts, and monographs and journals. CLIR publications and advisory groups are listed, as well as CLIR grant and contract recipients, project titles, grant authorization dates, and grant amounts. Audited CLIR financial statements with accompanying notes and a schedule of functional expenses are provided. (DLS)

ED 425 746   IR 057 245

Nixon, Carol, Comp.; Dengler, M. Heide, Comp.; McHenry, Mare L., Comp.
Internet Librarian '98: Proceedings of the Internet Librarian Conference (2nd, Monterey, California, November 1-5, 1998).
PUB DATE- 98
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Archives; Computer Assisted Instruction; Databases; *Electronic Libraries; Elementary Secondary Education; Higher Education; Hypermedia; Information Retrieval; Information Technology; *Library Automation; Library Education; Library Funding; Library Services; Local Area Networks; *Online Systems; Reference Services; *World Wide Web
IDENTIFIERS- *Intranets; Web Sites

This proceedings contains 56 papers, presentation summaries, and/or slide presentations pertaining to the Internet, World Wide Web, intranets, and library systems. Topics include: Web databases in medium sized libraries; Dow Jones Intranet Toolkit; the future of online; Web searching and Internet basics; digital archiving; evolution of the online research environment; decisions on Web expenditures; global reach-local touch; virtual reference collections; tools for transition from paper to electronic resources; CONNEX; Dublin Core; Florida Distance Learning Reference and Referral Center; the virtual environment; internal funding models for intranet purchases; designing an ongoing instruction program on Web search engines; issues in digital content delivery to end users; issues for moving LAN-based resources to the Web; converting a commercial business daily database to the Web; managing electronic journals; Web design and access issues; success factors in knowledge management; consortial review and purchase of networked resources; UCC2B Uniform Commercial Code; incorporating new media into library courses; XML; digital library copyright and licensing issues; information professionals as partners in a corporate setting; delivering excellent customer service via the Web; current awareness services on the Internet; online communities and virtual worlds; usability testing the Web site; planning/implementing a Web site; the intranet enabled ILS (integrated library systems); transition in managing the Web; reference; UnCover usage statistics; Information Institute of Syracuse; electronic collections; digitizing collections; tele-cybernetics; Internet students, offering remedial courses, and providing vocational training. Other issues addressed by AB 1725 are the shift in power from the legislature back to the local board, and a number of concerns related to faculty and the hiring of personnel. The law stipulates the future role that affirmative action will play in hiring practices, highlighting the goal that the workforce reflect the proportionality of the state's adult population. Another topic is the 75:25 ratio, which refers to the goal that 75% of instruction be taught by full-time instructors and 25% by part-time instructors. The last main provision of AB 1725 is an adjustment to the financing of the college system using a new "program-based funding" procedure. New formulas also were developed to change the way the community colleges would receive funding, with an emphasis placed on local control. (Contains 11 references.) (AS)

ED 425 765 JC 990 010

Ellner, Johanna
A Study of Student Evaluations of the Effectiveness of Mathematics Faculty Holding Different Educational Degrees.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Degrees; *Faculty Evaluation; Higher Education; Masters Degrees; *Mathematics Instruction; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Competency Testing; *Teacher Effectiveness; Technical Institutes
IDENTIFIERS- City University of New York NYC Technical Coll

This study was conducted to determine whether the educational degree of mathematics instructors at New York City Technical College was a significant factor in students' perceptions of teacher effectiveness. A 10-item student opinion survey was distributed to 738 students enrolled in 44 mathematics classes. Instructors with doctoral degrees taught fourteen of the classes; the other 30 classes were taught by faculty whose highest educational degree was a master's. The results of a t-test determined no significant difference between the effectiveness of instructors with doctorates and masters degrees. To gain further insights, the Scheffe's Test for Multiple Comparisons was completed, as was a one-way ANOVA that subdivided instructors into four categories (Doctorates in Mathematics, Doctorates in Mathematics Education, Masters in Mathematics and Masters in Mathematics Education). No significant instructional differences were found among these groups. Study results imply that the present doctoral degree requirements used in hiring new faculty be less stringent. Furthermore, instructors with degrees in mathematics education appear to have an effective mix of academic training and pedagogical experiences necessary for teaching at an inner city open-enrollment college. (Contains 16 references.) (Author/AS)

ED 425 766 JC 990 011

Broadbent, William A.
Employer Perceptions of Graduates from Hawai'i Business Education and Office Skills Programs.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

quality education by maintaining a high standard of academic excellence and efficient governmental services; (2) establish equitable and peaceful procedures for the resolution of complaints and grievances without interruption of work and interference in the efficient operation of the colleges; (3) maintain and increase quality of services; and (4) establish a formal understanding relative to all conditions of employment. Articles 1 through 29 are discussed in the document, and cover topics including recognition, strikes and lockouts, association deductions, non-discrimination, management and association rights, representatives, work year and week, wages, leaves of absence, retirement provisions, expense allowances, insurance, faculty mobility, faculty rights, discipline, and legislation. (AS)

ED 425 785 JC 990 035

Given, Barbara K.; Tyler, Edward P.; Hall, Nora; Wood, Margaret; And Others
Tactual Resources at the College Level: Toys for Adult Learning.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; College Students; *Community Colleges; Educational Innovation; *Experiential Learning; *High Risk Students; Higher Education; Program Effectiveness; Remedial Instruction; School Holding Power; *Teaching Methods; Two Year Colleges

This report, a review of literature combined with two case studies, poses the question of whether tactual resources-hands-on, manipulative materials--help reduce college attrition and foster development of necessary academic skills. At George Mason University (Virginia), an exploratory, embedded case study was designed to investigate experiential learning at the doctoral (Case Study One) and the undergraduate (Case Study Two) levels. The major proposition for the first group was, "If doctoral students construct tactual resources and observe undergraduates using them, they will be more likely to use manipulative materials in subsequent teaching at the community college level." In the second case study group, a separate hypothesis was pursued: "If provided tactual resources with information specific to their course evaluation, students will willingly use the materials for study purposes." Generally, it was concluded that tactual resources are helpful in student learning and persistence. Learning how to construct and implement this type of learning at the college level, however, requires the effort to learn new teaching and learning routines, and a commitment to the belief that all students can learn once the appropriate teaching methods are developed. (Contains 29 references.) (EMH)

ED 425 786 JC 990 037

Brewer, Jerrilyn A.
Integration of Academic and Occupational Education in Community/Technical Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English

ways of working with art activities: "the gardener," letting children use the material freely without much instruction; "the instructor," teaching the children how to handle the materials; and "the pedagogue," stimulating the children's cognitive development. The three patterns seemed to be connected to both the aims and the content of the activities. Findings were explored in light of theory from the aesthetic and art educational field as well as from the preschool pedagogical field. (HTH)

ED 425 804 PS 026 959

Lane, Mary B.; Baker, Quentin
Our Schools: Frontline for the 21st Century. What Our Schools Must Become. Essays in Education.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Diversity (Student); *Educational Needs; Educational Theories; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Humanistic Education; Multicultural Education; Preschool Education; *Self Concept; Success; Teaching Methods; Teaching Models
IDENTIFIERS- Preschool Selection

This book contains a series of essays in education intended for those who teach or plan to teach, and for parents of children in schools. The book argues that educators need to focus on the seminal thinking which developed in the 1940s and 1950s and utilize the insights developed then to focus on critical areas that the teaching profession faces today. Following a brief foreword, the first essay, "The Self--In Living and Learning," addresses the development of self concept and the importance of a positive self concept. The second essay, "Basic Needs of Successful Learners," examines the common needs of all learners, including adults, teachers, and the individual. The third essay, "Humanistic Values in Education," delineates necessary structure, attitudinal changes, and changes in content. The fourth essay, "Cross Cultural: Education for Diversity," advocates cross cultural education as a way to acknowledge those things we have in common. The fifth essay, "Educating for the Unknown," looks ahead to the next century of education. The sixth section, "Practicum," presents a curriculum model for children in a good preschool program. The book concludes with an appendix listing eminent Americans who were considered "school failures." (Author/SD)

ED 425 805 PS 026 974

Helping Kids Succeed--Alaskan Style.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Achievement; *Achievement Need; *Child Development; *Children; Community Influence; *Community Involvement; Community Role; High Achievement; Moral Development; Moral Values; *Prediction; Self Concept; Self Efficacy; Social

which describes overall findings, the bulk of the report presents the statistical portrait, based on nine areas of children's well-being: (1) general population trends; (2) economic security; (3) family attachment and community support; (4) child day care; (5) homeless children and families; (6) child health; (7) safety and personal security; (8) education; and (9) selected indicators by ward. The third section addresses youth risk behavior issues, including school violence, other violence, vehicular safety, substance abuse and sexual behavior. The fourth section provides an update on welfare reform in the District. The fifth section describes D.C. Kids County strategies and recommendations which include the following recommendations for D.C. schools: (1) curriculum changes; (2) safety and security; (3) facilities; (4) support and aid to young people; and (5) building community. The final two sections provide further information on data gathering and acknowledgments. The report finds that youth crime and teen violent death rates have improved, but describes the overall circumstances for children in the District as perilous. (SD)

ED 425 824 PS 027 127

Early Childhood Family Education: Questions and Answers.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Early Childhood Education; *Family Programs; Profiles; Program Descriptions
IDENTIFIERS- *Early Childhood Family Education; Minnesota; *Program Characteristics; Question Answering; Questions

The Early Childhood Family Education (ECFE) is a program for Minnesota families with children from birth to the age of kindergarten enrollment. This booklet provides answers to common questions asked by individuals interested in the ECFE. The booklet's first section, "What Is Early Childhood Family Education," describes the model, while the second section, "What Happens in Early Childhood Family Education?" details the program components. The third section, "Who Participates in Early Childhood Family Education?" describes the importance of parental participation. The fourth section, "Why Start at Birth?" describes recent research concerning the importance of the first 3 years of life in child development. The fifth section, "Why Involve Parents?" describes recent research showing that early childhood programs are more effective with parental involvement. The sixth section, "Why Do We Need Early Childhood Family Education?" acknowledges the difficult nature of the parenting process and describes how the program seeks to help families succeed. The seventh section, "How Is ECFE Funded and What Does It Cost?" lists registration fees and funding sources. The eighth section, "Who Benefits from Early Childhood Family Education?" argues that all of society benefits from the program. The guide's final section provides quotations from past participants on their experiences with the program. (SD)

ED 425 825 PS 027 128

Martin, Sue
Take a Look: Observation and Portfolio Assessment in Early Childhood. Second Edition.

"Interchange" summarizes the findings from two projects: an international review of literature on baseline assessment, and a national survey commissioned to identify current assessment and recordkeeping practices in a representative sample of all preschool centers. The first part of the report details the baseline assessment literature review and examines current assessment practice, purposes of assessment, making the case for baseline assessment, baseline assessment in England and Wales, and how assessments are conducted and used. The second section details preschool record keeping in Scotland and includes discussion of the importance, effects, parental response, training and support, and recommendations. Findings noted include variability in assessment practices between different types of centers, and little passage of information between preschool and primary school teachers about individual children. (Contains 32 references.) (SD)

ED 425 844 PS 027 153

Tweedie, Jack; Christian, Steve; Groginsky, Scott; Reichert, Dana; Brown, Amy
Meeting the Challenges of Welfare Reform: Programs with Promise.
PUB DATE- 98
NOTE- 106p.; Colored maps and shaded charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; Children; Economically Disadvantaged; Employment Opportunities; Employment Services; *Job Development; Labor Market; *Poverty Programs; *State Aid; *State Programs; Welfare Agencies; Welfare Recipients; *Welfare Services
IDENTIFIERS- National Conference of State Legislatures; United States; *Welfare Reform; *Welfare to Work Programs

As a result of federal legislation aimed at welfare reform, states have been transforming welfare in new ways. Critical questions remain, however, and policymakers must continue to develop new ideas and implement programs from other states. This book contributes to the learning process among states by sharing program innovations and analyses to help states realize their goals for a new welfare that helps recipients find and keep jobs that will enable them to support their families without welfare. The first section of the guide provides an overview of meeting the challenges of welfare reform. The second section, "Finding and Creating Jobs for Welfare Recipients," addresses job development, microenterprise programs, targeted state employment, and community service. The third section, "Preparing Recipients for Work," addresses assessment, support services, job readiness, education, vocational training, and work experiences. The fourth section, "Child Care," examines the issues of eligibility, copayment, and reimbursement rates and mechanisms. The fifth section, "Getting to Work: Providing Transportation in a Work-Based System," addresses the transportation dilemma, transit alternatives, and life after welfare. The sixth section, "Ensuring the Well-Being of Children Under Welfare Reform," addresses tracking families that leave welfare, safety net programs, and effects on the child welfare system. The seventh section, "Overseeing Welfare Reform: Accountability, Financing and Devolution," addresses block grants and state spending.

problems believed, more so than parents of children with behavior problems, that children needed the parents' emotional support during difficult situations with peers or at home. (Contains 43 references.) (EV)

ED 425 862 PS 027 242

O'Rourke-Ferrara, Catherine
"Did You Complete All Your Homework Tonight, Dear?"
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Education; Educational Practices; Elementary Secondary Education; Foreign Countries; *Homework; *Parent Attitudes; *Student Attitudes

Homework is often controversial, especially in the lower grades. This paper begins by surveying research pertaining to homework in elementary school and identifying the goals and objectives of the homework process. The discussion of the literature covers: (1) views on homework through the 20th century; (2) a need for homework policies; (3) advantages of homework; (4) disadvantages of homework; (5) effects of homework at each grade level; (6) comparison of the United States to other countries; and (7) making homework work. The paper next presents ideas for teachers, parents, and students regarding homework, including a recommended homework policy, a parents' checklist for monitoring study, and sample letter to parents about homework. The paper then describes a survey about homework habits administered to 40 parents and 60 students in second grade. Findings indicated that 83 percent of parents like very much that their children get homework, and 78 percent of students also enjoy homework. Students indicated a belief that by doing homework, they will become smarter. (Contains 26 references.) (EV)

ED 425 863 PS 027 245

Ford, Paula R.
Nevada Kids Count Data Book, 1998.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; *Children; Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; *Family (Sociological Unit); Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Nevada

This Kids Count report provides information on statewide trends affecting children and families in Nevada. The report is comprised of eight sections: an overview; Nevada's demographic profile; key facts regarding children in the state; Nevada's comparison to the rest of the United States; trends in the state; indicators of child well-being; references; and

Cooperation; *Educational Planning; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; Integrated Services; Metis (People); Models; Parent Participation; Program Development; *School Community Programs; School Community Relationship
IDENTIFIERS- *Saskatchewan; *School Councils

This manual and accompanying implementation handbook provide a framework for Saskatchewan community schools seeking to create the comprehensive, preventive, and empowering learning programs needed by Indian, Metis, and at-risk children. The introduction defines community schools and summarizes elements of the community schools best practices framework. Subsequent chapters address the issues and challenges in adopting a comprehensive approach; policy, vision, goals, principles, and strategies for community schools; the community school framework encompassing the student, program components, school effectiveness, and the community; roles and responsibilities of the community school council, the coordinator, teacher associates, the principal, teachers, support staff, students, community agencies, volunteers, government agencies, and Saskatchewan Education; and evaluation and accountability approaches. Six appendixes give guidelines for developing the community school plan, an evaluation guide for community schools, the continuum of parent and community involvement and partnerships, the community development process, a glossary of terms, and 57 references. The accompanying handbook provides step-by-step assistance in the implementation process. Building on the material in the manual, it gives outlines for meetings and workshops; duties of council members; decision-making strategies; communication skills and practices; the basics of holding meetings; steps in developing, implementing, and evaluating the community school plan; and reporting and support suggestions. Appendixes include a summary; sample meeting agendas, minutes, and evaluation; a code of ethics; and 16 references. (SAS)

ED 425 880 RC 021 690

Tapia, John Edward
Circuit Chautauqua: From Rural Education to Popular Entertainment in Early Twentieth Century America.
PUB DATE- 97
NOTE- 232p.; Foreword by Robert A. McCown.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Adult Education; Change Agents; *Community Education; Informal Education; Lecture Method; Mass Media; *Nonschool Educational Programs; *Popular Culture; Propaganda; *Rural Education; Social History; Theater Arts; United States History
IDENTIFIERS- *Chautauquas; *Entertainment

In 1874, Methodist minister John Vincent began a Sunday school retreat on the shores of Lake Chautaugua, New York, the mission of which was education. Initial offerings such as Bible reading, biblical geography, and public oration were supplemented with general education and entertainment activities. In the late 19th century, the Chautauqua Movement became a popular form of adult education and entertainment in the United States. Using noted lyceum (community-lecture) speakers, such as Teddy Roosevelt and William Jennings Bryan, and local talent, the movement spread throughout the country and was particularly popular in the rural areas of the Midwest. This book provides an overview of early lyceum programs and of adult education in 19th-century America, followed by an

Charter schools have emerged in the 1990s as a prominent and controversial school reform idea. This digest discusses characteristics of charter schools, tentative research findings, advantages and disadvantages, and implications for rural communities. Since 1991, 33 states and the District of Columbia have passed charter school legislation. An estimated 1,129 charter schools existed nationwide in September 1998, mostly in the South and West. Differences in state laws produce wide diversity in the organization, operation, and philosophies of charter schools. Recent studies funded by the U.S. Department of Education show that individual states vary widely in policies related to charter schools, that charter schools tend to be small, that parents tend to choose charter schools because of dissatisfaction with public schools, and that charter schools tend to have different grade configurations from other public schools. Charter schools are generally intended to produce high-performing students, but hard data on their effectiveness are lacking and results appear mixed. Arguments for and against charter schools are listed. Charter schools may offer educational alternatives to rural communities, which might set up schools that are community-based, educationally appropriate to local needs, innovative, accountable, and focused on student success. However, inadequate resources in many rural communities could cause problems. Community influences on a rural charter school's success are discussed. (Contains 21 references.) (SV)

ED 425 897   RC 021 772

Knapp, Clifford E.
In Accord with Nature: Helping Students Form an Environmental Ethic Using Outdoor Experience and Reflection.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 189p.; Foreword by Howard Kirschenbaum.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Consciousness Raising; Conservation (Environment); *Educational Strategies; Elementary Secondary Education; *Environmental Education; *Ethics; Experiential Learning; Learning Activities; *Outdoor Education; *Values Clarification; Values Education; World Views
IDENTIFIERS- Environmental Attitudes; *Environmental Ethic; Nature Study

This book demonstrates how educators and youth leaders can help middle-school and older students understand and define their relationship with nature and learn the importance of protecting the environment. Chapter 1 defines environmental ethics and discusses biocentric and anthropocentric ways of seeing the world. Chapter 2 examines how ecology, nature, technology, and human communities relate to environmental ethics. Chapter 3 classifies types of environmental ethics, discusses misconceptions and excuses that act as barriers to following an environmental ethic, and provides details on specific ethics: Wise Use movement, social ecology, ecofeminism, land stewardship or management, Leopold's ecological conscience or land as community, Schweitzer's reverence for life, deep ecology or bioregionalism, indigenous or traditional ethics, animal liberation and rights, and radical ecoactivism. Chapter

This curriculum packet was developed to provide environmental education through a series of hands-on activities for the classroom and the outdoor setting of South Mountains State Park, North Carolina. Targeted for grades 4 through 7, this packet meets the established curriculum objectives of the North Carolina Department of Public Instruction. Students are exposed to major concepts such as water quality, indicator species, stewardship of natural resources, watersheds, natural resource management, the Jacob's Fork River, river basins, riparian areas, and water pollution (point and nonpoint sources). The packet is divided into eight sections: (1) introduction to the North Carolina State Parks system, South Mountains State Park, and the activity packet; (2) activity summary and correlation chart showing how each activity correlates with Department of Public Instruction objectives; (3) pre-visit activities; (4) on-site activities; (5) post-visit activities; (6) vocabulary; (7) references; and (8) a scheduling worksheet, permission form, and program evaluation form. Each set of activities is comprised of three activities. The first activity includes curriculum objectives for grade levels 4-5. The second and third activities list learning skills and subject areas covered. All activities contain descriptions of location, group size, estimated time needed, appropriate season, materials needed, major concepts covered, and activity objectives, as well as background information for the educator, instructions, and worksheets. Most activities also include extensions, assessment tools, and student information sheets. (PVD)

ED 425 918 SE 061 915

Cheek, Joyce M.; Smith, Lyle R.
Music Training and Mathematics Achievement of Ninth Graders.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Grade 9; *Mathematics Achievement; *Mathematics Education; *Music Education; Secondary Education

Iowa Test of Basic Skills (ITBS) mathematics scores of ninth graders (N=113) who had received music lessons were compared according to whether the students were given private lessons. Comparisons were also made between students whose lessons were on the keyboard and students whose lessons involved something other than the keyboard. Students who had private lessons for two or more years performed significantly higher on the composite mathematics portion of the ITBS than those students who did not have private lessons. Students whose lessons involved the keyboard had significantly higher ITBS mathematics scores than those students whose lessons did not involve the keyboard. These results are discussed in relation to previous research on music training and mathematics achievement. (Author)

ED 425 919 SE 061 919

Sowder, Judith T.; Philipp, Randolph A.; Armstrong, Barbara E.; Schappelle, Bonnie P.
Middle-Grade Teachers' Mathematical Knowledge and Its Relationship to Instruction: A Research Monograph. SUNY Series, Reform in Mathematics Education.
PUB DATE- 98
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

throughout the United States, and the average mathematics scale score for eighth grade students in Alabama was 257 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Alabama or the nation. At the fourth and eighth grades, White students in Alabama had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 940 SE 062 111

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Alaska. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 205p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Alaska; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grades 4 and 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Alaska, 2,304 students in 113 public schools were assessed at the fourth-grade level and 1,462 students in 53 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Alaska fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in

271 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Hawaii or the nation. The average mathematics scale score of eighth grade males was lower than that of females in Hawaii; nationwide, however, the performance of males did not differ significantly from that of females. At the fourth grade, White students in Hawaii had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander and American Indian students. At the eighth grade, White students in Hawaii had an average mathematics scale score that was higher than that of Hispanic and Asian/Pacific Islander students. (ASK)

ED 425 951 SE 062 122

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Indiana. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Indiana; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Indiana, 2,470 students in 96 public schools and 297 students in 15 nonpublic schools were assessed at the fourth-grade level and 2,347 students in 96 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Indiana fourth- and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility).

Mississippi was 208 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Mississippi was 250 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Mississippi or the nation. At the fourth and eighth grades, White students in Mississippi had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 961 SE 062 132

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Missouri. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 215p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Missouri; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Missouri, 2,643 students in 107 public schools and 449 students in 23 nonpublic schools were assessed at the fourth-grade level and 2,386 students in 105 public schools and 353 students in 22 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Missouri fourth- and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and

271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Oregon or the nation. At the fourth and eighth grades, White students in Oregon had an average mathematics scale score that was higher than that of Hispanic and American Indian students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 972 SE 062 143

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Pennsylvania. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 137p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Pennsylvania; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Pennsylvania, 2,347 students in 90 public schools were assessed at fourth grade. This report describes the mathematics proficiency of Pennsylvania fourth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Wisconsin or the nation. At the fourth and eighth grades, White students in Wisconsin had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 983 SE 062 154

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Wyoming. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Wyoming

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Wyoming, 2,758 students in 115 public schools and 84 students in 7 nonpublic schools were assessed at the fourth-grade level and 2,969 students in 70 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Wyoming fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its

Christianity; Church Related Colleges; Elementary Secondary Education; Higher Education; Inservice Education; Nuns; *Parochial Schools; Priests; Program Evaluation; *Religious Education; Religious Organizations; Self Evaluation (Individuals); Teaching Guides
IDENTIFIERS- *Catholic Church

The As We Teach and Learn program consists of an instrument to assess the Catholic dimension of a school and is designed to be used with study modules in a faculty-meeting format. Module topics include: "Faith Community"; "Faith Development"; "Religion Curriculum Articulation: Faith as the Root of all Instruction"; "Service Learning"; "Prayer and Liturgy Integration"; and "Social Justice." Each module has been created so that it can stand alone or be used with other modules. Each module contains an overview of the complete program, a general introduction, directions and suggestions for using the program, a suggested first faculty meeting outline, an introduction to the module, outlines of five meetings, materials which can be duplicated, a suggested final faculty meeting, and a school planning form. The assessment instrument is intended to help faculty evaluate current practices, both in their own classrooms and in the wider school community, which serve as indicators for the Catholicity of the school. Suggested uses for the material include self-reflection, faculty inservice, discussion, and the school accreditation process. (RJC)

ED 425 999 SO 028 679

Henson, Donald, Ed.
Teaching Archaeology: A United Kingdom Directory of Resources.
SPONS. AGENCY- English Heritage Education Service, London (England).
PUB DATE- 96
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ancient History; *Archaeology; *Culture; Foreign Countries; Material Culture; Primary Sources; *Resource Materials; Secondary Education; Social Studies
IDENTIFIERS- *England

This book is aimed specifically at teachers and lecturers at 5 to 14, GCSE and A level in British schools. The book provides details of where to find courses in archaeology and resources available for teaching archaeology. There are three types of resources listed: (1) people (archaeologists and education officers in museums/archaeological units); (2) archaeological remains (archaeological sites and archaeological materials in museums); and (3) classroom materials (books, videos, and software). An outline of the place of archaeology in the various levels of education and the careers available is given in the first section. The second section lists people, museums and sites, geographically by region and nation, apart from national organizations and re-enactment groups. Classroom resources are listed in the final section. (EH)

ED 426 000 SO 028 684

Henderson, Kamina A.; Roe, Richard L.
Official 1997 Mock Trial Materials for the Twenty-Fifth Annual District of Columbia Public Schools Mock Trail Program: Ricki Jones, Plaintiff v. Metro City, Defendant.
PUB DATE- 97

Elementary Secondary Education; Foreign Countries; *Global Education; Multicultural Education; Social Studies; *United States History; World History
IDENTIFIERS- *Columbus (Christopher)

This revised edition offers an alternative narrative of the myth about the voyages of Christopher Columbus traditionally taught in schools. The hope is to encourage a deeper understanding of the European invasion's consequences, to honor the rich legacy of resistance to the injustices it created, to convey the appreciation for the diverse indigenous cultures of the hemisphere, and to reflect on what this all means for individuals today. The book features essays and interviews, poetry, analysis, and stories to present multiple perspectives on what the European exploration meant to the "New World." Following an introduction, the book is divided into nine chapters with essays, poems, newspaper articles, and a variety of materials for use in the classroom. Sections of the book include: (1) "Introduction"; (2) "Beginnings"; (3) "Elementary School Issues"; (4) "Rethinking Thanksgiving"; (5) "The Trial (The People vs. Columbus, et al.)"; (6) "The Tainos"; (7) "Secondary School Issues"; (8) "Contemporary Struggles"; (9) "Environmental Issues"; and (10) "Final Words." The volume concludes with a resources section containing books for young readers and adults, curriculum materials, videos, websites, and organizations. (EH)

ED 426 022 SO 029 376

Thompson, Christine
Art Image Preschool: Introducing 3-to-5-Year-Old Children to Art and Artists. Packet 1: Shapes, Colors, and Stories. Teacher's Guide.
PUB DATE- 94
NOTE- 56p.; Accompanying five laminated color reproductions (18" x 23") not available from EDRS. For related documents, see SO 029 377-380.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Activities; Art Criticism; *Art Education; Art History; *Artists; Color; Instructional Materials; Preschool Education; Story Telling; Teaching Guides; Thematic Approach; Visual Arts
IDENTIFIERS- Shapes

This teacher's guide accompanies a packet of five art reproductions based on the theme: shapes, colors, and stories. The guide offers suggestions for engaging children's attention and curiosity about art and artists, and encourages exploration of the issues these works present through art activities, discussions, learning centers, field trip, and other experiences within and beyond the classroom. The activities emphasize connections between young children's concerns and those that artists in various times and places have explored in their works. Artists presented and art works examined in this guide are: (1) Auguste Herbin, "Vendredi I (Friday 1)"; (2) Wassily Kandinsky, "Several Circles No. 323"; (3) Ida Kohlmeyer, "Circus Series #2"; (4) Paul Klee, "Red Balloon"; and (5) Leon Bellefleur, "Le Poisson dans la Ville (Fish in the City)." After introductory sections which provide background information regarding the instructional methodology, and suggestions for discussions and activities, the guide includes objectives, concepts, materials, preparation, and resources for presenting each of the five art reproductions. The guide section is also a special active teaching feature to help students further focus on the concepts presented. The lessons are presented in a standard format with the overview describing the focus of the lesson, objectives to link the standards and the five fundamental themes, estimates of time required, materials and preparation, the procedures for presentation, and suggestions for extension/enrichment activities. Reproducible student handouts follow the teacher material for each lesson. Sections of the book include: (1) Introduction; (2) "The World in Spatial Terms"; (3) "Places and Regions"; (3) "Physical Systems"; (4) "Human Systems"; (5) "Environment and Society"; and (6) "The Uses of Geography." A model unit concludes the book and is entitled "The Colorado River Basin--Past, Present, and Future." (EH)

ED 426 042 SO 029 412

Barton, Keith C.
"You'd Be Wanting To Know about the Past": Social Contexts of Children's Historical Understanding in Northern Ireland and the United States.
PUB DATE- 98
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cultural Context; Elementary Education; European History; Foreign Countries; *History Instruction; Social Differences; *Social Environment; *Social Studies; *Student Attitudes; United States History
IDENTIFIERS- Northern Ireland

This study examines the influence of differing social contexts on the historical understanding of primary and elementary students in Northern Ireland and the United States. Although children in both locations learn about the past not only at school but from relatives, historic sites, literature, and the media, the U.S. emphasis on a narrative of national development leads students to emphasize inventions, rational progress, and individual achievements in attempting to explain change over time. Primary students in Northern Ireland, however, encounter history not as a story of national development but a series of portrayals of social and material life in other times and places; as a result, they are more likely to explain historical change in terms of economic factors, legal and institutional developments, or changing fashions. U.S. students conclude that the purpose of learning history is to understand themselves and the national community with which they identify; primary students in Northern Ireland think history is important to learn about people who are different than themselves. (Author)

ED 426 043 SO 029 486

Blankenship, Glen
A Kid Like Me across the Sea: A Look into the World of a German Child. Social Studies. Grades Kindergarten - Grade 3. Update 1997/1998.
PUB DATE- 97
NOTE- 194p.; Updates and revisions ED 412 151. For related items, see SO 029 487-488. Color transparencies not available from EDRS.
LANGUAGE- English

featured in the book, and a list of nine resources for publication. A glossary and list of 61 suggested readings are also included. (Contains 25 figures, 5 tables, and 73 references.) (SLD)

ED 426 062 TM 029 281

Wamboldt, Martina
Pupil Membership and Related Information, Fall 1997.
PUB DATE- 98
NOTE- 219p.; Date for Table 7 is incorrect on Table of Contents page. For the fall 1996 report, see ED 412 265.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropouts; Elementary School Students; Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; *High School Graduates; *Minority Groups; Private Schools; *Public Schools; *School Districts; Secondary School Students; Tables (Data); Teacher Student Ratio; Trend Analysis
IDENTIFIERS- *Colorado

This document contains information about student membership in the Colorado public schools as of fall 1997. At that time, there were 687,167 students in Colorado's public schools, an increase of 2.0% over the fall 1996 membership. This increase was greater at the secondary level. Beginning in fall 1990, membership each year has surpassed the previous peak membership of 1972. Between 1993 and 1997 fall membership in public schools increased by 21.7% for minority students and 5.8% for white students. In 1997, Native Americans, Asians, Blacks, and Hispanics represented 28.7% of Colorado's student membership, but only 9.2% of teachers. The state's 10 largest school districts accounted for 55.0% of the total student membership in fall 1997, and they represented 54.3% of the growth in membership from 1993 to 1997. Most of the state's students (54%) are in the Denver Metropolitan Area. Membership data also indicate that the fall 1997 student/teacher ratio of 18:1 represents a decrease of 0.3 percentage points from fall 1996. The graduation rate for the Class of 1997 was 78.5%, an increase of 0.8% above the rate reported for the Class of 1996. Nine tables present the data. Definitions of selected terms and comments on data sources are included. (SLD)

ED 426 063 TM 029 282

Wamboldt, Martina
Certificated Personnel and Related Information, Fall 1997.
PUB DATE- 98
NOTE- 163p.; For the fall 1996 report, see ED 412 245.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Credentials; *Educational Attainment; Elementary Secondary Education; *Enrollment; Ethnic Groups; Minority Groups; Principals; Public Schools; School Districts; *School Personnel; Sex Differences; Superintendents; Tables (Data); *Teacher Certification; Teacher Salaries; *Teachers; Teaching Experience
IDENTIFIERS- *Colorado

Information on Colorado's certificated school personnel and related information was gathered from the state's public school districts and Boards of Cooperative Services during fall 1997.

employees. It is incumbent on each organization to develop a clear fairness policy with regard to recruitment, selection, placement, and job advancement and to develop practical procedures to implement this policy. Various fairness models relevant to selection are discussed. It is recommended that organizations that do not have the skills to frame and implement a fairness policy either acquire these skills or engage the services of a consultant. (Author/SLD)

ED 426 082 TM 029 309

Taylor, Terence R.
Testing Approaches for the Future.
PUB DATE- 90
NOTE- 20p.; A summary in Afrikaans is included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Disadvantaged Youth; *Equal Opportunities (Jobs); Foreign Countries; *Occupational Tests; *Personnel Management; Selection; *Test Bias; Test Use
IDENTIFIERS- *Fairness; *Learning Potential Tests; South Africa

Because applicant populations for many jobs and educational opportunities are becoming increasingly multicultural, the whole issue of fairness in testing has become highly salient. In South Africa, a main reason for the poor performance of the economy is the failure to make optimal use of all manpower, one of the crippling legacies of the apartheid era. There is also a strong moral motivation on the part of some employers to do something about the inequalities of the past by advancing greater numbers of disadvantaged individuals to skilled jobs. The question is one of how to identify the "right" individuals from disadvantaged backgrounds for these opportunities, since there are drawbacks to relying on conventional test scores to make selection, training, and advancement decisions. Three approaches to this problem are discussed in this paper: (1) putting in place of fairness programs; (2) use of trainability tests to make selection decisions; and (3) use of learning potential measures to make such decisions. Although practical learning potential measures suitable for application in industry do not yet exist, such measures are likely to be a useful tool. (SLD)

ED 426 083 TM 029 311

Spryce, Marcella; O'Shea, Cindy; Rosenblum, Jill; Keller, Tom; Kierstead, John; Rolfe, Pamela; Walker, Randy; Wishkoski, Susan
Grand Ideas and Practical Work: The Maine Local Assessment System Resource Guide.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Resource Materials; *School Districts; *Self Evaluation (Groups); State Departments of Education; State Programs; *Student Evaluation
IDENTIFIERS- *Maine

The Maine Department of Education has encouraged all the state's

Research Problems, and Hypotheses"; (3) "Locating and Reviewing Related Literature"; (4) "Subjects and Sampling"; (5) "Foundations of Educational Measurement"; (6) "Types of Educational Measures"; (7) "Descriptive, Correlational, and Causal-Comparative Research"; (8) "Experimental and Single-Subject Research"; (9) "Analyzing Statistical Inferences"; (10) "Qualitative and Historical Research"; (11) "Analyzing Discussion and Conclusions"; and (12) "The Intelligent Consumer: Putting It All Together." An appendix provides answers to sample text questions. (Contains 26 tables, 15 figures, and approximately 80 references.) (SLD)

ED 426 104 TM 029 334

Krathwohl, David R.
Methods of Educational & Social Science Research: An Integrated Approach. Second Edition.
PUB DATE- 98
NOTE- 742p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Educational Research; Experiments; Graduate Students; Higher Education; *Integrated Activities; Literature Reviews; Meta Analysis; Models; *Qualitative Research; *Research Methodology; Research Problems; *Social Science Research; Statistical Analysis; Tables (Data); Validity

An integrating framework to explain the research process was presented in the first edition of this book. This edition, which brings the material up to date, is designed to serve the Master s level student better while still meeting the needs of doctoral students of educational research. The nature of research, methods for qualitative and quantitative research, and application of research methods are discussed. The chapters are: (1) "An Introduction to Two Contrasting Research Styles"; (2) "The Variety of Research Methods"; (3) "From Findings to Knowledge"; (4) "The Research Chain of Reasoning"; (5) "Finding Research Problems"; (6) "Finding Links to Past Research: The Literature Review"; (7) "Causal Inference and Internal Validity"; (8) "Sampling, Representation, and External Validity"; (9) "Research Criteria To Optimize and Constraints To Observe"; (10) "Ethical Standards and Legal Constraints"; (11) "Qualitative Research Methods"; (12) "Fieldwork and Observation"; (13) "Interviewing"; (14) "Qualitative Data Analysis"; (15) "Conclusions, Reporting, and Quality Considerations in Qualitative Research"; (16) "Survey Research and Questionnaires"; (17) "The Numeric Description of Data: Descriptive Statistics"; (18) "Measurement, Testing, and Observation"; (19) "The Nature and Logic of Inferential Statistics"; (20) "Experimental Methods and Experimental Design"; (21) "Meta-Analysis--Synthesis of Findings"; (22) "Historical Research"; (23) "Evaluation Studies and Action Research"; (24) "Optimizing Research Effectiveness through Multiple Methods"; and (25) "The Macrosystem of Educational and Social Science Research." An appendix discusses writing a research proposal. (Contains 22 tables, 51 figures, and numerous references.) (SLD)

ED 426 105 TM 029 335

Herman, Joan L.; Aschbacher, Pamela R.; Winters, Lynn
Guia Practica para una Evaluacion Alternativa (Practical Guide to

PUB DATE- 98
NOTE- 6p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *After School Programs; *Children; *Educational Attainment; Elementary Secondary Education; Guidance; *Mentors; Parent Child Relationship; Partnerships in Education; Policy Formation; Public Opinion; Public Policy; *Social Support Groups; Surveys; Taxes; Urban Youth
IDENTIFIERS- *California

This report, third of eight in a series, highlights the views of California adults about investing in young people for their healthy development. Because adult guidance is so critical to promoting health development of young people, as part of the California Center for Health Improvement's Children and Youth survey, California adults were asked if they were concerned about the level of parental support children and youth in their community received. Responses were received from 1,168 adults, 498 of whom were parents of children under the age of 18 and 884 of whom were registered voters. Seventy-eight percent of adults surveyed said that they are either very worried or somewhat worried about a lack of parental support for young people. More than half of parents were very worried. Forty-nine percent of those surveyed believed that most children these days need more attention and guidance from adults. Research does indicate that young people today have a lot of free time, and research also shows that a sense of connection between young people and adults helps protect them from risks that can affect their health. Strategies to promote healthy young people are discussed. These use an assets-based approach that recognizes the strengths young people have as assets to be reinforced. School and community partnerships are an important part of such an approach. Mentoring is another community-based approach that can bring young people and adults together. Research has made the link between low educational attainment and many conditions that undermine the health of children. When California adults were asked if they would pay more in taxes for education support programs for young people, such as tutoring or reading programs, 77% of registered voters said they were somewhat or very willing to pay more in taxes to support these services. Survey respondents also thought that establishing more programs for school age children would help make communities safer for children. Policy recommendations are made for partnerships for youth development, a focus on the assets all young people have, and the investment of additional resources in programs for young people. (Contains two tables and eight references.) (SLD)

ED 426 123 UD 032 552

Mosher, James F.
Preventing Alcohol Problems among Young People: Californians Support Key Public Policies. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 10p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Advertising; *Alcohol Abuse;

presented with a story card and photograph, and each builds on and reinforces the skills learned in the previous lesson. The curriculum includes a book about a girl who learned to use the "Touching Rule." The appendix contains handouts, scenarios, and transparency masters for various lessons, as well as a list of 47 children's books related to the curriculum and a list of 18 adult resources. (SLD)

ED 426 141 UD 032 693

Harms, Ruth
Talking about Touching: A Personal Safety Curriculum. Preschool-Kindergarten (Ages 4-6). Teacher's Guide.
PUB DATE- 96
NOTE- 53p.; For related documents, see UD 032 692-694.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Abuse; Curriculum Guides; Early Childhood Education; *Kindergarten; *Kindergarten Children; *Preschool Children; Program Implementation; *Safety Education; *Sexual Abuse; Student Attitudes; Teaching Guides
IDENTIFIERS- *Touching

"Talking about Touching" for preschool and kindergarten is a curriculum that focuses on teaching children basic skills that will help them keep safe from dangerous or abusive situations. The content and method of instruction in the curriculum were developed using current research on child abuse prevention and social learning theory. Suggestions are made for involving families in personal safety education. This manual begins with an overview of the curriculum for children aged 4 through 6, background material on sexual abuse and abuse prevention research, and the theoretical foundations of the curriculum. Suggestions are given for curriculum implementation, and the personal safety lessons are described. These deal with automobile and fire safety, getting lost, sexual abuse, and other types of child abuse. Information for teachers is also given for the curriculum's book about a child who learns the rule about personal touching and a video about a boy who uses the touching rule to prevent potential abuse. An appendix includes a "Seatbelt Song," a list of 42 books for children, and an 18-item adult resource list. (SLD)

ED 426 142 UD 032 694

Sylvester, Leihua
Talking about Touching: Personal Safety Curricula (1996 Editions) Preschool to Grade 3. Curriculum Evaluation Summary.
PUB DATE- 97
NOTE- 6p.; "Talking about Touching" is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Curriculum Evaluation; Early Childhood Education; Kindergarten; Knowledge Level; Preschool Children; Program Evaluation; Rural Schools; *Safety Education; *Sexual Abuse; *Student Attitudes; Suburban Schools; Urban Schools
IDENTIFIERS- *Touching

An evaluation of the "Talking about Touching" personal safety (1996 editions) curricula for Preschool/Kindergarten and Grades 1-3 was conducted to determine the extent to which students retained information and effectively demonstrated the skills taught in the program and to gather feedback from practitioners curriculum design and course delivery, and evaluation of the distance learner and the distance education program. (AEF)

ED 425 727 IR 019 215

Scime, Anthony
Undergraduate Data Mining on the World Wide Web.
PUB DATE- 98
NOTE- 9p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Course Content; Course Objectives; Database Design; Databases; Evaluation Methods; Higher Education; *Information Retrieval; Information Seeking; *Information Skills; Keywords; Relevance (Information Retrieval); Research Papers (Students); *Research Skills; Search Strategies; *Student Research; Undergraduate Study; User Needs (Information); *World Wide Web
IDENTIFIERS- Data Warehousing; Ranking; *Relevance (Evaluation); Search Engines; Web Sites

Currently available World Wide Web search engines determine a site's qualification as a response to a search request by matching keywords in the request to keywords representing the site. The returned sites are given a score and ranked according to the match on keywords. Many of these retrieved sites can be irrelevant to the user's true information needs. Undergraduate students with information retrieval and computer literacy skills should be able to search the Web to find and extract information relevant to a domain. A course in the fundamentals of information gathering from distributed heterogeneous sites can improve these skills. The course described in this paper examines methods, theories, and techniques and provides practice in information retrieval, categorization, and knowledge discovery from text and other unstructured data sources such as the Internet and World Wide Web. This paper reports on the results of the course and the experiences gained. Highlights include: course objectives; assignments; the research paper search architecture; outlining the research paper; Web data mining; Web site evaluation, including syntactic and semantic methods, as well as computing overall relevance using a repertory grid; design of a "data warehouse," i.e., a subject-specific relational database of highly ranked documents; knowledge discovery from the data warehouse; and writing the research paper. (Author/AEF)

ED 425 728 IR 019 216

Smith, Charles W.
Effectiveness of Multi-Media Training Programs.
PUB DATE- 98
NOTE- 6p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Conventional Instruction; *Cost Effectiveness; Courseware; Information

librarians in action; helpful Web sites on filtering public library computers; Intranets for knowledge management; online customer care in a research environment; maximizing corporate investment in the Internet; why digital will fail and what we can do about it; Internet training course for school librarians; legalities and the realities of Web/Net use; balancing electronic, print, and human sources; integrating the Internet into the OPAC (online public access catalog); year 2000; acquiring and managing intranet content; NewMedia and the new librarian; and bridging the generation gap in cyberspace. (DLS)

ED 425 747 IR 057 246

Whitesides, William L., Sr., Ed.
Reinvention of the Public Library for the 21st Century.
PUB DATE- 98
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Appropriate Technology; Change; Cultural Context; Economic Factors; Futures (of Society); Higher Education; *Information Technology; Institutional Environment; Internet; Library Automation; *Library Development; Library Education; Library Funding; Library Personnel; Library Planning; Library Policy; Library Role; *Library Services; Political Influences; Preservation; Program Descriptions; *Public Libraries; Social Influences; Textbooks; User Needs (Information); Users (Information)
IDENTIFIERS- Catholic University of America DC; Library History

This book, written by graduate students at the Catholic University (District of Columbia) School of Library and Information Science, examines current priorities, policies, and practices of public libraries. Following an introduction, "Reinventing Libraries: Responding to the Forces of Change" (Lisa Crisman), chapters include: (1) "A Brief History of Public Librarianship" (Whitney M. Berriman); (2) "The Values of the Past" (Charlene Chisek); (3) "The Political, Economic, and Cultural Environments and the Public Library as 'Place'" (Crista Lembeck); (4) "The Library Environment" (Lisa S. Payne); (5) "People and Libraries" (Diane Wagner); (6) "Public Library Support Groups and Users" (Lisa S. Payne); (7) "Preservation in Public Libraries" (Whitney M. Berriman); (8) "Technology and Libraries" (Fran White); (9) "The Technology: Will the End Justify the Means?" (Lisa Crisman); (10) "Technology and Services for the Special Population" (Melanie Carlson); (11) "Sources of Funding for Public Libraries" (Suzanne Duncan, Evelyn M. Campbell, Sonal Rastogi, & Joan Wilson); and (12) "The Future is Now: Will Public Libraries Survive?" (Evelyn M. Campbell, Suzanne Duncan, Sonal Rastogi, & Joan Wilson). Each chapter contains a list of additional readings and questions for discussion. The appendix presents profiles and analyses of 13 outstanding public libraries. (DLS)

ED 425 748 IR 057 247

Stein, Barbara; Treadway, Gary; Ingram, Lauralee
Finding and Using Educational Videos. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 84.
PUB DATE- 98

Research/Technical (143)
DESCRIPTORS- *Business Skills; College Graduates; *Employer Attitudes; *Employment Qualifications; Higher Education; *Job Applicants; Job Performance; *Job Skills; Job Training; Office Practice; *Participant Satisfaction; Surveys; Tables (Data)
IDENTIFIERS- University of Hawaii

Conducted at the University of Hawaii in 1997, this study examined the satisfaction level of employers who hired graduates from business education and office skills programs. Since Hawaii's economic focus has changed from agriculture to service-oriented tourism, a large number of employees with generic business skills have become necessary. Employers of graduates, or those receiving training in the general area of business, were the target of this survey. Specifically, participants were personnel directors or supervisors who were most likely to hire persons with business education and office skills. Chart 1 lists the 50 firms, organizations, and agencies that participated in the study. While many organizations interviewed had not recently hired many graduates or participants of such programs (due to the 7-year economic slump Hawaii state has experienced), all were knowledgeable about essential business and office skills. Some firms reported being flooded by applicants for entry-level jobs. A few organizations said they looked at as many as 50 applications before filling a single position. Most firms reported an annual turnover of less than 20% (state unemployment during the survey period was at about 6.2%). Statistics throughout the document assess employment data for base-year employment, job openings, economic growth, and satisfaction ratings. Appended are respondents' comments regarding high school and community college hires. (Contains 24 data tables.) (AS)

ED 425 767 JC 990 012

Broadbent, William A.
A Partial and Informal History of Vocational Education in Hawaii: 1809-1995.
PUB DATE- 98
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational History; Federal Legislation; *High Schools; *Historiography; Job Training; Oral History; *Social Science Research; Two Year Colleges; *Vocational Education
IDENTIFIERS- Hawaii

This paper presents a partial history of some of the more relevant aspects of vocational education in the state of Hawaii from its inception in 1809 until the end of 1995. It discusses the following topics: (1) methodology; (2) general historical context; (3) national context; (4) federal legislation; (5) the first 20 years of vocational education in Hawaii; (6) contribution of the missionaries; (7) the middle years; (8) early school efforts in occupational training; (9) oral histories of the "modern period": 1960-1995; (10) the community college movement; (11) the Dorothy Moore Edlin Report; (12) the Hatanaka Report; (13) the first state master plan for vocational education and resulting legislation; (14) secondary school reactions to the Moore Edlin Report and new directions; (15) the Ikeda and Fukuda Legislative Reference Bureau's assessment; (16) state auditor's report of 1981; (17) a study of governance; (18) the problems of categorical grants and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; Educational Change; Educational Innovation; General Education; *Integrated Curriculum; *Interdisciplinary Approach; Job Training; Program Implementation; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- ERIC Digests

This digest discusses the rationale for integrating academic and occupational education. It describes models for, and barriers to, integration, and offers suggestions for advancing integration efforts. Integration of academic and occupational education reinforces the shifting paradigm from teaching to learning and requires that students become active participants in the construction of their own knowledge. It also expands occupational education to include civic goals, helps meet the civic needs of the community, and prepares students to work in technologically oriented workplaces. The digest briefly discusses the experiences of five community colleges and technical schools that have implemented some or all of the following approaches to integration: (1) general education requirements; (2) applied academics courses; (3) cross-curricular incorporation of academic skills in occupational programs; (4) incorporating academic modules in expanded occupational courses; (5) multidisciplinary courses combining academic perspectives and occupational concerns; (6) tandem and cluster courses and learning communities; (7) colleges-within-colleges; and (8) remediation and English-as-a-second language programs with an occupational focus. Listed are possible barriers to integration and ways in which administrators can facilitate the integration process. (Contains 13 references.) (SL)

ED 425 787 JC 990 039

Larson, Mark; Rubinstein, Mitchell; Pile, Deborah; Bergstrom, Todd; Walter, Amy
Degrees of Excellence: Higher Education in Minnesota.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Community Colleges; *Costs; *Educational Finance; *Educational Policy; Enrollment; Faculty Workload; *Higher Education; *Public Colleges; *Student Financial Aid; Technology; Tuition
IDENTIFIERS- *Minnesota

Degrees of Excellence is a publication that examines the forces behind the rising cost of higher education, and discusses several policy proposals put forward in Minnesota and elsewhere to improve performance and accountability in higher education. Several factors that have converged to strain public higher education budgets in Minnesota include the following: (1) 15% more of the Minnesota's population attends college than the national average; (2) Minnesota's public colleges and universities are numerous and widespread; (3) public institutions have increased spending faster than inflation and faster than increases in state appropriations; and (4) growing state spending for healthcare and elementary and secondary education has further reduced higher education's share of the

Values; *Success
IDENTIFIERS- *Alaska

The purpose of this book is to serve as a tool for individuals helping to make Alaskan communities places where youth can grow up to be strong, capable, and caring. The book is built around the Search Institute's Youth Developmental Assets Framework, which is comprised of the key building blocks in youth development. The book notes 40 assets that the Search Institute's researchers have suggested that children need to be successful in their social, emotional, and academic development. These assets are grouped into eight main categories: (1) support; (2) empowerment; (3) boundaries and expectations; (4) constructive use of time; (5) commitment to learning; (6) positive values; (7) social skills; and (8) positive identity. The 40 assets that make up the Search Institute's Framework have been adapted for this book to apply to Alaskan children. Chapter 1, "The Asset Framework," describes and defines the 40 assets. Chapter 2, "Building Assets, Alaskan-Style," applies the 40 assets to risk behaviors and the cultural differences of Alaskan children. Chapter 3, "Tools for Measuring Assets," provides a checklist for parents and children. Chapter 4, "Building Assets: Ideas for Alaskan Communities," provides ideas for applying the assets to Alaskan communities. Chapter 5, "Asset Ideas for Teens," specifically addresses building assets in the teen years. Chapter 6, "Asset Ideas for organizations," provides ideas for organizations to build assets. Chapter 7 is a quick reference for models, building assets, and community contributors. (SD)

ED 425 806 PS 027 031

Schonveld, Ben
Rights of the Child in Nepal.
PUB DATE- 95
NOTE- 31p.; Report presented to the Committee on the Rights of the Child (10th Session, Geneva, Switzerland, November 1995). For other reports in the Rights of the Child series, see PS 027 032-038. Support provided by the Hans Wilsdorf Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- Child Safety; *Nepal; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the country of Nepal. The report's introductory summary asserts that although the Nepal government's passage of the Act to Provide for Safeguarding the Interests of Children 1992 is an improvement on past legislation, OMCT is very concerned that very little of this act has actually come into force. The report then presents observations and recommendations in the following areas: (1) current legislative and de facto problems with the "chastisement" of children; (2) current problems with legislation and practice of torture; (3) concern for the treatment of mentally disturbed children; (4) practice and legislation concerning rape and the girl child; (5) serious problems concerning children in the laws to protect forests;

PUB DATE- 99
NOTE- 372p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Classroom Environment; *Early Childhood Education; Evaluation Methods; Individual Differences; *Observation; *Portfolio Assessment; Portfolios (Background Materials); Student Evaluation; Teacher Education; Teacher Role
IDENTIFIERS- Developmentally Appropriate Programs

This book is intended for early childhood educators, student teachers, practicing teachers, and parents who are interested in improving observation and assessment processes for children from infancy through the elementary school years. The book covers the history, philosophy, and practice of observing, recording, and analyzing children's behavior. Focusing on the individual child, the text explains the need to gather information about each child and suggests a variety of techniques for recording the data, emphasizing the observer's own skill development. Chapter 1, "Observation: An Introduction," explores why, what, when, and how to observe, and provides an overview of the principles behind the use of observation and portfolio assessment as developmentally appropriate evaluation. Chapter 2, "Observing Development," focuses on child development and how it can be observed, outlining the developmental domains and various theories of development. Chapter 3, "Narratives," Chapter 4, "Samplings," Chapter 5, "Checklists," Chapter 6, "Charts, Scales, and Pictorial Representations," and Chapter 7, "Media Techniques," each explore a different style of recording, defining the methodology, indicating features of the particular method, and demonstrating how it can be used. Chapter 8, "Portfolios and Child Studies," pulls together elements from each of the methods previously explained and shows how collections of various observational records and other information can provide the most detailed and effective technique for profiling the individual child. Chapter 9, "Measuring Outcomes," discusses the philosophy and use of outcome-based education. Chapter 10, "Screening and Assessment," gives an overview of the uses and limitations of standardized screening and assessment tools. Chapter 11, "Environmental Observation and Evaluation," shifts away from evaluating the child's behavior to evaluating the child's environment. (Includes a glossary of key terms and approximately 125 references.) (EV)

ED 425 826   PS 027 129

Maxwell, Kelly; Bernier, Kathleen; Bryant, Donna; Lowman, Betsy
Smart Start Client Information System Feasibility Study. Executive Summary.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Health; *Client Characteristics (Human Services); Counselor Client Relationship; *Data Collection; *Databases; Early Childhood Education; Feasibility Studies; Individual Characteristics; Information Needs; Information Storage; *Participant Characteristics

(Contains 43 notes.) (SD)

ED 425 845 PS 027 165

Smale, Jim, Ed.
Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 1998.
PUB DATE- 98
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Culturally Relevant Education; *Foreign Countries; Newsletters; Personal Narratives; *Preschool Children; *Preschool Education; Program Descriptions
IDENTIFIERS- Africa; Guatemala; Mexico; Netherlands; Spain; Trinidad and Tobago; Venezuela

This document consists of the three 1998 issues of The Bernard van Leer Foundations' "Early Childhood Matters." This periodical, addressed to practitioners in the field of early childhood development, evolved from an in-house publication directed to projects funded by the Bernard van Leer Foundation. Articles in the February 1998 edition include: (1) "Effectiveness: The State of the Art" (Evans); (2) "Alternative Perspectives on ECD: Communities at the Forefront" (Wood); (3) "Spain: Playing My Part" (Paz); (4) "Standing Up for Fairness: Activism with Young Children" (Derman-Sparks); (5) "Developing a Culturally Appropriate Curriculum" (Mitchell); (6) "Mexico: Educational Experience with Women and Girl Children in Rural, Indigenous Communities" (Garcia); and (7) "Venezuela: Developing Inter-Sectorial Networks" (Yanez). The June 1998 issue includes the following: (1) "Culturally Appropriate Approaches in ECD" (Smale); (2) "Trinidad and Tobago: Violent Parenting Violent Children" (Pantin); (3) "Young Children in Complex Emergencies: Field Notes" (Felsman); (4) "Guatemala: Working with the Mayan-Ixil People"(Tzay); (5) "A Culturally Oriented Approach for Early Childhood Development" (Bram); (6) "Building on an African Worldview" (Callaghan); (7) "The Basis of Human Brilliance" (Adamson); and (8) "A Turkish Father in the Netherlands" (Cetin). The October 1998 issue focuses on culturally relevant approaches in early childhood development. The articles are: (1) "Culturally or Contextually Appropriate?" (Smale); (2) "Cultural or Context: What Makes Approaches Appropriate?" (Hurenkamp); (3) "Samenspel: Playing/Taking Action Together" (Copier and Hurenkamp); (4) "Sesame Street: Kids for Peace Project"; (5) "Zimbabwe: The New Community Publishing" (Bond-Stewart); and (6) "Motivating in Challenging Contexts" (Brock). Each issue contains information on foundation publications and announcements related to foundation activities. (KB)

ED 425 846 PS 027 213

Hibbs, Sharon, Ed.
Let's Celebrate! A World of Healthy Foods. Second Edition.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 97
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African Culture; Children; Cultural Differences; Dining Facilities; *Eating Habits; *Food; Foreign Countries;

definitions and data sources. Sixteen indicators are utilized to describe the quality of life: (1) percent of low birthweight babies; (2) infant mortality rate; (3) trend data of children in poverty; (4) single parent families; (5) families in poverty; (6) teen birth rate; (7) unmarried teen birth rate; (8) high school dropouts and graduates; (9) teens not in school and not working; (10) child death rate; (11) child abuse and neglect report rate; (12) child maltreatment report trends; (13) percent and type of child maltreatment; (14) juvenile violent crime arrest rate; (15) teen violent death rate; and (16) teen suicide rate. Some key facts about Nevada's children are: (1) the teen birth rate has risen more than twice as fast as the national rate; (2) Nevada ranked 45th in the nation on the immunization rate of 2-year-olds; (3) the juvenile violent crime arrest rate increased by 49%; (4) the infant mortality rate is improving; (5) the median hourly wage for child-care workers is just below the national average; and (6) 22% of children under age 13 live in low-income, working families. (LBT)

ED 425 864 PS 027 246

Haines, Julie A.; Sigman-Grant, Madeleine; Brown, J. Lynne
Healthful Menus and Recipes for Children Over Two Years of Age in the Child and Adult Care Food Program.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; Child Health; *Food; Food Service; *Nutrition; Preschool Children; Preschool Education; *Recipes (Food)
IDENTIFIERS- *Food Preparation; *Menu Planning; Pennsylvania

Noting that children will adjust their food intake to their energy needs, and that offering a variety of foods often will increase their acceptance of new foods, this guide offers instruction on the proper feeding of children ages 3 to 5 in Pennsylvania's Child and Adult Care Food Program (CACFP). The menus presented in the guide follow the current recommendations of the American Academy of Pediatrics for all healthy children over age 2. The guide contains sections on: (1) nutrition, including the food guide pyramid and federal dietary guidelines; (2) food safety; (3) activities with food for children; (4) recipes, including breakfast, lunch, and snack recipes; (5) menu cycle; (6) menu planning, including a menu planning tool; and (7) a resources list. Appendices include a menu planning worksheet, the CACFP meal pattern, nutrition label information, and a recipe index for 6- to 12-year-olds. (EV)

ED 425 865 PS 027 249

McMillan, Daniel C.; Vigil, Herminia J.
The Status of Child Nutrition Programs in Colorado.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

examination of the growth of the circuit Chautauqua into big business, from its standardization and commercialization to the specific jobs involved in the program. The Chautauqua lecturer, musical features, dramatic arts, and children's activities are described. Its role in supporting U.S. involvement in World War I and its popularity during the 1920s are detailed, as is its demise, brought on by the Great Depression and the rise of the film industry. Developed during a generation that experienced massive social and economic changes, circuit Chautauqua educated people about these changes and helped them deal with the transformation. It also fostered the acceptance of modern forms of mass media such as film and radio. An appendix contains a summary of 20 years of Redpath Chautauqua programs. (Contains a bibliography with 75 references, photographs, and an index.) (TD)

ED 425 881 RC 021 698

Stebbins, Susan

Educational Needs Assessment of St. Regis/Akwesasne Mohawk College Students at the State University of New York College at Potsdam.

PUB DATE- 98

NOTE- 15p.; Paper presented at the Annual Convention of the National Indian Education Association (29th, Nashville, TN, October 11-14, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; American Indians; College Environment; *College Students; High Risk Students; Higher Education; *Nontraditional Students; Racial Discrimination; School Community Relationship; School Holding Power; Student Attitudes; *Student College Relationship; *Student Experience; Student Recruitment; Telephone Surveys

IDENTIFIERS- *Akwesasne Mohawk (Tribe); Native Americans; *State University of New York Coll at Potsdam

A telephone survey interviewed 112 present and former American Indian students, most of whom were from the St. Regis/Akwesasne Mohawk reservation, attending State University of New York College at Potsdam (SUNY Potsdam). The survey was conducted to determine Akwesasne needs and wants, to ask what the college could provide, and to promote greater collaboration between the college and the reservation. Data are qualitative and presented in eight categories: declared or potential majors; previous college experience; work experience; what made a good class; what made a bad class; obstacles to college success; whether or not to recommend SUNY Potsdam to a friend; and recommendations to recruit, retain, and ensure graduation of Native students. Professors were what made a good class, and professors with narrow or biased attitudes made bad classes. Obstacles included large classes, financial problems, and nonrecognition (invisibility) of Native students; however, all but two interviewees would recommend SUNY Potsdam to friends. Recommendations were: extension classes on the reservation; more classes with Native content and integration of Native history, culture, and literature into classes; inclusion of Mohawk language classes; specific programs such as special education, counseling, or masters programs; Native counselors and support services; representatives to high schools; more summer classes; workshops for improving research and writing skills; and more state funding for Native American Affairs. Bibliography contains 16 references. (TD)

4 discusses strategies for teaching environmental ethics and values, criticisms of such education in public schools, instructional challenges, and authentic assessment of student progress. Chapter 5 describes 40 outdoor and classroom activities to help students develop an environmental ethic. The activities fall into 11 categories: thinking and discussion, solo reflection, writing, nature study, questioning, codes of ethics, role models, action projects, aesthetics, literature, and games. Chapter 6 lists environmental ethics curricular resources and periodicals. A bibliography contains approximately 180 references. An index and chapter notes are included. (SV)

ED 425 898 RC 021 774

Delgado, Vivian
An Interview Study of Native American Philosophical Foundations in Education.
PUB DATE- 97
NOTE- 175p.; Ph.D. Dissertation, University of North Dakota.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indians; Beliefs; Cultural Context; *Cultural Influences; *Educational Philosophy; Interviews; Nonformal Education; *Oral Tradition; Relevance (Education); Spirituality; Values; *World Views
IDENTIFIERS- *Indigenous Knowledge Systems; Knowledge Acquisition; Native Americans

Beginning with the question "How would you define wisdom?" interviews with five Native elders focused on Native American world views or philosophies. Four themes emerged: the concept of respect, spirituality as a cultural principle permeating all aspects of life, family relationships including extended family, and various educational approaches that have influenced Native philosophy. Chapter 1 of this dissertation introduces the study by discussing indigenous world views related to Native education, the need for the study as a way to facilitate Native education, study purpose and design, background and rationale, limitations, organization, and operational definitions. Chapter 2 presents methodology and data collection techniques. Chapter 3 describes the context and background of the participants, including setting, environmental/geographical identity, cultural influences, relationships, and formal and informal teaching. The stories of the five participants are told in relation to their experiences of learning, knowledge acquisition, and development of their distinct philosophical backgrounds. Chapter 4 presents the four major themes and discusses them in relation to the literature and to the education of Native Americans. Chapter 5 summarizes the study, reflects on the need for oral Native American world views to complement formal educational philosophies, concludes that western and Native philosophies must be shared, and discusses limitations and educational recommendations. Appendixes contain supporting documents and 49 references. (SAS)

ED 425 899 RC 021 775

Education Policy. IDRA Focus.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Intermediate Grades; Junior High Schools; *Knowledge Base for Teaching; *Knowledge Level; *Mathematics Instruction; *Middle Schools; *Number Concepts; Professional Development
IDENTIFIERS- *Middle School Teachers

This book presents research undertaken as a two-year investigation of two sets of related questions about teacher understanding concerning rational numbers, quantity, and proportional reasoning and how this knowledge affects teachers' awareness of how students learn. Chapter 2 provides a conceptual framework. Chapter 3 presents detailed information on the methodology of the study regarding issues related to validity, reliability, and ethics. Chapters 4-10 directly address the two research questions that guided the study. Chapter 4 explores the effects of the seminars with the teachers on their development of mathematical understanding and understanding of how students learn mathematics. Chapters 5-9 discuss the case studies of five of the teachers associated with the project. Chapter 10 contains an analysis of the student data. Contains 108 references. (ASK)

ED 425 920 SE 061 922

Chemistry 30 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For related documents, see SE 061 923-927. Printed on dark colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Chemistry; Foreign Countries; High Schools; Science Education; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the June 1998 administration of the Chemistry 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that are provided to schools and school jurisdiction offices. Findings indicate that 91.7% of the 8,004 students who took the test achieved the acceptable standard, and 21.5% of those students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (ASK)

ED 425 921 SE 061 923

Biology 30 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For related documents, see SE 061 922-927. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Biology; Foreign Countries; High Schools; Science Education; Student Evaluation; *Test Results

mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Alaska was 224 compared to 222 throughout the United States, and the average mathematics scale score for eighth grade students in Alaska was 278 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Alaska or the nation. At the fourth grade, White students in Alaska had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students but was not significantly different from that of Asian/Pacific Islander students. At the eighth grade, White students in Alaska had an average mathematics scale score that was higher than that of Hispanic and American Indian students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 941 SE 062 112

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Arizona. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arizona; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Arizona, 2,113 students in 91 public schools and 185 students in 10 nonpublic schools were assessed at the fourth-grade level and 2,136 students in 93 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Arizona fourth- and eighth-grade students, compares their overall performance to students in the

Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Indiana was 229 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Indiana was 276 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males was higher than that of females in Indiana; nationwide, however, the performance of males did not differ significantly from that of females. The average mathematics scale score of eighth grade males did not differ significantly from that of females in either Indiana or the nation. At the fourth and eighth grades, White students in Indiana had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 952 SE 062 123

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Iowa. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 216p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Iowa; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Missouri was 225 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Missouri was 273 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Missouri or the nation. At the fourth and eighth grades, White students in Missouri had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 962 SE 062 133

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Montana. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 211p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Montana; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Montana, 2,251 students in 99 public schools and 173 students in 10 nonpublic schools were assessed at the fourth-grade level and 1,912 students in 75 public schools and 121 students in 9 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Montana fourth- and eighth-grade students, compares their overall performance to students in the West region of the learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Pennsylvania was 226 compared to 222 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Pennsylvania or the nation. At the fourth grade, White students in Pennsylvania had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 973 SE 062 144

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Rhode Island. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 215p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Rhode Island; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Rhode Island, 2,461 students in 104 public schools were assessed at the fourth-grade level and 2,055 students in 42 public schools and 423 students in 26 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Rhode Island fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Wyoming was 223 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Wyoming was 275 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Wyoming or the nation. At the fourth and eighth grades, White students in Wyoming had an average mathematics scale score that was higher than that of Hispanic and American Indian students. (ASK)

ED 425 984 SE 062 155

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Department of Defense Domestic Dependent Elementary and Secondary Schools. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 195p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS), 1,313 students in 38 public schools were assessed at the fourth-grade level and 620 students in 12 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of DDESS fourth- and eighth-grade students, compares their overall performance to students in the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the

NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Civics; Civil Law; Educational Games; Instructional Materials; *Law Related Education; Models; Role Playing; Secondary Education; Simulation; Social Studies
IDENTIFIERS- *Mock Trials

This packet of materials contains law-related materials for students to conduct a mock trial. In this case a faulty water system, containing the parasite Pindia, contributed to the death of an AIDS patient. Statements from the plaintiff, a representative of the Metro City Water Department, health officials, and others are presented. New releases, graphs of pollution in the water system, a water quality advisory, and other materials are included. Students use these data to research and present a mock trial on the basis of the information provided. (EH)

ED 426 001 SO 028 912

Boston, Jane; Commins, Stephen
How Can Biodiversity Be Preserved? A Curriculum Unit for Science and Social Studies, Grades 6-10.
PUB DATE- 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Ecology; Elementary Secondary Education; *Environment; *Environmental Education; Habitats; Human Geography; Quality of Life; Social Studies; Sustainable Development
IDENTIFIERS- Biological Diversity

This unit examines questions about biodiversity and its preservation through six activities. Each activity allows students to explore a particular approach to preservation and to identify some of the challenges facing policymakers. Through the introductory activities and the six focused activities, students develop an understanding of the dynamics that exist beneath the surface of preservation activities. The activities were chosen to encourage thinking about the balancing of different values in determining how best to promote biodiversity. The unit is designed primarily for teachers of biology, contemporary world issues, or environmental studies, grades 7-12. Each activity contains a teacher's section with background materials, extension questions to assist in debriefing, related issues for further research, an activity card, resource cards needed to complete the task, and an individual report to reinforce individual and group accountability. Activities of the unit include: (1) Orientation Activities; (2) "Species Preservation"; (3) "Regenerative Use"; (4) "Biosphere Reserves"; (5) "Ecotourism"; (6) "Public/Private Partnerships"; (7) "Public Policy"; and (8) "Developing a Plan for Preserving Biodiversity in Our Neighborhood." Two appendices conclude the unit: (1) a 14-item bibliography and (2) the 1992 Convention on Biological Diversity. (EH)

ED 426 002 SO 028 931

concludes with biographical notes on each of the artists represented in this guide, and an annotated list of art reproductions in the Art Image Series. (MM)

ED 426 023 SO 029 377

Thompson, Christine
Art Image Preschool: Introducing 3-to-5-Year-Old Children to Art and Artists. Packet 2: Pets Are Part of Our Lives. Teacher's Guide.
PUB DATE- 94
NOTE- 54p.; Accompanying five laminated color reproductions (18" x 23") not available from EDRS. For related documents, see SO 029 376-380.
LANGUAGE- English
EDRS Price- MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Art; Art Activities; Art Criticism; *Art Education; Art History; *Artists; Instructional Materials; *Pets; Preschool Education; Teaching Guides; Thematic Approach; Visual Arts

This teacher's guide accompanies a packet of five art reproductions based on pets as a theme. The guide offers suggestions for engaging children's attention and curiosity about art and artists, and encourages exploration of the issues these works present through art activities, discussions, learning centers, field trips, and other experiences within and beyond the classroom. The activities emphasize connections between young children's concerns and those which artists in various times and places have explored in their works. Artists presented and art works examined in this guide are: (1) Paul Gauguin, "Les Trois Petits Chiens (Still Life with Three Puppies)"; (2) Pierre Bonnard, "La Femme au Chat (Woman with a Cat)"; (3) Francisco de Goya, "Don Manuel Osorio Manrique de Zuniga"; (4) Alexander Colville, "Child and Dog"; and (5) Pierre Auguste Renoir, "Madame Charpentier and her Children." After introductory sections which provide background information regarding the instructional methodology, and suggestions for discussions and activities, the guide includes objectives, concepts, materials, preparation, discussion questions, a focus activity, and extension activities, and resources for presenting each of the five art reproductions. The guide concludes with biographical notes on each of the artists represented in this guide, and an annotated list of art reproductions in the Art Image Series. (MM)

ED 426 024 SO 029 378

Thompson, Christine
Art Image Preschool: Introducing 3-to-5-Year-Old Children to Art and Artists. Packet 3: Portraits Are Images of People. Teacher's Guide.
PUB DATE- 94
NOTE- 53p.; Accompanying five laminated color reproductions (18" x 23") not available from EDRS. For related documents, see SO 029 376-380.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Activities; Art Criticism; *Art Education; Art History; *Artists; Instructional Materials; Preschool Education; Teaching Guides; Thematic Approach; Visual Arts

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Elementary Education; *Geographic Concepts; *Geographic Location; *Geographic Regions; Geography; *Geography Instruction; Grade 3; Grade 4; *Human Geography; Instructional Materials; Maps; Multicultural Education; Physical Geography; *Social Studies; World Geography; World History
IDENTIFIERS- *Germany

This packet is a primary/elementary instructional package targeted at grades K-3 with interest level extending to adult. The lessons of each topic draw heavily on interpretation of photographs and address the topics of physical and cultural geography, basic needs, community services and community helpers, transportation and communication, political symbols and migration of people. The materials focus on a comparative U.S./German perspective. Titles include: (1) "Germany in the World"; (2) "The People of Germany"; (3) "Neighborhoods and Communities in Germany"; and (4) "Political and Cultural Symbols of Germany." Numerous activities accompany each lesson with handouts and transparencies for use. There are 48 transparencies in this packet correlated to the topic areas. ERIC copy of the document contains photocopies of the transparencies. (EH)

ED 426 044 SO 029 487

Overview of Germany: The Federal Republic and the Federal States. Social Studies. Grades 6-8. Update 1997/1998.
PUB DATE- 97
NOTE- 106p.; Updates and revises ED 412 150. For related items, see SO 029 486 - 488. Color transparencies not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; *Geographic Concepts; *Geographic Location; *Geographic Regions; *Geography; *Geography Instruction; *Human Geography; Instructional Materials; Intermediate Grades; Junior High Schools; Maps; Middle Schools; Multicultural Education; Physical Geography; Social Studies; World Geography; World History
IDENTIFIERS- *Germany

This packet is designed for middle school classrooms. The four lessons correspond to the typical curriculum pattern of world cultures, geography, and government. The materials focus on national studies and state studies from a comparative U.S./Germany perspective. The lessons include: (1) "Culture and Perspective Taking on the Federal Republic of Germany"; (2) "Unifying Traits in Both the United States and the Federal Republic of Germany"; (3) "German Governmental System"; and (4) "Geography of Germany." Numerous activities accompany each lesson with handouts and transparencies for use. There are 21 color transparencies in this packet correlated to the topic areas. ERIC copy of the document contains photocopies of the transparencies. (EH)

ED 426 045 SO 029 488

Blankenship, Glen; Tinkler, D. William
Cultural Reflections: Work, Politics, and Daily Life in Germany,

This information shows that the fall 1997 average salary for Colorado's 37,840.9 full-time-equivalent (FTE) public school teachers was $37,240, which represented a 2.7% increase over the fall 1996 average salary of $36,271. The 1997 entry-level salary for beginning teachers in Colorado ranged from $17,016 to $27,186 with an average of $22,695. Of the 72,249.2 FTE certificated and noncertificated staff, 52.4% were classroom teachers. Classroom teachers, who numbered 37,840.9 FTE in fall 1997, increased 4.0% over 1996, while student membership increased 2.0% in the same period. However, student membership grew by 22.1% but FTE classroom teachers grew by only 18.4%. In fall 1997, females represented 70.8% of total teachers, 46.5% of school principals and assistant principals, and 18.5% of superintendents/assistant superintendents. Since 1987, the number of females employed in certificated positions increased by 32.1 percent while the number of males increased by 0.4 percent. American Indians, Asians, Blacks, and Hispanics represented 9.0% of Colorado's teachers, while these same groups made up 28.7% of the total student population. More than half (64.8%) of Colorado's teachers were 40 years of age or older. From 1987 to 1997 the number of teachers under 40 years of age declined by 4.4 percent while the number of teachers in the 40 and over age group increased by 43.6 percent. Definitions of selected terms and notes on data sources are included. (SLD)

ED 426 064 TM 029 283

Antonucci, Mike
Left at the Altar: The Teachers' Union Merger and the Prospects for Education Reform.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; Educational History; Educational Policy; Elementary Secondary Education; Labor Relations; *Mergers; Policy Formation; *Teacher Associations; Union Members; *Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association

For more than a year the 2.3 million member National Education Association (NEA) and the 900,000 member American Federation of Teachers (AFT) engaged in merger negotiations. The plan was to bring American teachers together in one union for collective bargaining, political action, and education policy. This report gives a detailed picture of the maneuvers by the union leaders and their opponents, and the final vote that rejected the proposal. The report includes: a history of the NEA and AFT--professionalism versus unionism; the negotiations--the meeting of the joint council; principles of unity--AFL-CIO affiliation, states' rights; the debate; the vote; and the future of the NEA. (SLD)

ED 426 065 TM 029 284

Cizek, Gregory J.
Filling in the Blanks: Putting Standardized Tests to the Test.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

school districts to develop a comprehensive assessment system to comply with legislative requirements and to create an integrated system of curriculum, instruction, and assessment that provides all children with the best possible education. The resource guide uses the "Principles and Indicators for Student Assessment Systems" from the National Forum on Assessment as a basis. The first section explains these principles, considers the foundations of a "Learning Results" assessment system, and offers some lessons learned about assessment from Maine school districts. The second section describes the assessment work of six Maine school districts. The third section, "Self-Assessment Tools: Templates and Guides for Developing Local Assessment Systems," gives suggested procedures and templates for district self-evaluation. The fourth section is an annotated 32-item bibliography that suggests assessment resources. The "Principles and Indicators for Student Assessment Systems" document from the National Forum on Assessment, "Maine Standards for Assessment," and "The Features of a Learning Results System (Venn Diagram)" are appended. (SLD)

ED 426 084 TM 029 312

Jang, Younghee
Implementing Standards-Based Multiple Measures for IASA, Title I Accountability Using TerraNova Multiple Assessment.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Performance Based Assessment; Program Implementation; School Districts; Standardized Tests; Tables (Data); Test Use
IDENTIFIERS- Improving Americas Schools Act 1994; Standard Setting; *TerraNova Multiple Assessments; *Visalia Unified School District CA

This paper describes the processes that one school district, the Visalia Unified School District (California), went through in establishing a standards-based assessment and accountability system using multiple methods. First the district's standards-based assessment and accountability system and the methods used to establish it are described, and the approaches the district explored in setting the performance standards are outlined. After exploring publisher-developed standards, the district settled on setting the performance standards separately for each grade as recommended by the California Department of Education. The multiple measures used by the school district include norm-referenced and performance-based assessments from the TerraNova Multiple Assessments published by CTB/McGraw-Hill and their Spanish equivalents. The second part of the paper presents achievement results along with the adequate yearly progress target and disaggregated achievement data. The paper concludes with a discussion of implications for district and state policy for implementing the standards-based assessment and accountability system. (Contains 16 tables and 22 figures.) (SLD)

Alternative Assessment).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 131p.; Translation of "A Practical Guide to Alternative Assessment"; translated by Maria A. Brito Medina and Gina Oxbrow. For the English version, see ED 352 389.
LANGUAGE- Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Curriculum Development; *Decision Making; *Educational Assessment; Educational Theories; Elementary Secondary Education; Guidelines; *Performance Based Assessment; Scoring; *Test Construction; Test Use; Trend Analysis
IDENTIFIERS- *Alternative Assessment; Process Models

Guidance is offered in Spanish on the creation and use of alternative assessment, and a process model is presented that links assessment with curriculum and instruction, based on contemporary theories of learning and cognition. The introductory chapter provides background on the purposes of assessment and the need for new alternatives, with an overview of key assessment development issues. Linking assessment and instruction is the focus of chapter 2, which also reviews current trends in assessment. Chapter 3 considers determining the purpose of the assessment, and chapter 4 reviews selecting assessment tasks and matching them to student outcomes. Setting the criteria for judging student performance is discussed in chapter 5. Chapter 6 reviews the steps necessary to ensure reliable scoring. Chapter 7 makes the important point that assessment is not an end in itself, but rather a tool for decision making. In this context, reliability and validity of assessments are discussed. (Contains 26 figures.) (SLD)

ED 426 106 TM 029 338

van der Linden, Wim J.; Veldkamp, Bernard P.; Reese, Lynda M.
An Integer Programming Approach to Item Pool Design. Research Report 98-11.
SPONS. AGENCY- Law School Admissions Council, Newtown, PA.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Item Banks; Item Response Theory; Models; Test Construction; *Test Items; *Testing Programs
IDENTIFIERS- *Integer Programming; *Law School Admission Test; Monitoring

An integer programming approach to item pool design is presented that can be used to calculate an optimal blueprint for an item pool to support an existing testing program. The results are optimal in the sense that they minimize the efforts involved in actually producing the items as revealed by current item writing patterns. Also, an adaptation of the models for use as a set of monitoring tools in item pool management is presented. The approach is demonstrated empirically for an item pool designed for the Law School Admission Test (LSAT). (Contains 2 tables and 30 references.) (Author)

ED 426 107 TM 029 340

*Children; Drug Abuse; Financial Support; Government Role; *Policy Formation; Public Opinion; *Public Policy; Secondary Education; Surveys; Tables (Data); Taxes; Urban Youth
IDENTIFIERS- *California

This report, fourth in a series of eight, highlights the views of Californians about policies local communities and the state can establish to reduce the potential for alcohol problems among young people. In the California Center for Health Improvement (CCHI) "Children and Youth Survey," 51% of the adults surveyed said that they were very worried about teen substance abuse, including the abuse of alcohol. When asked about specific policy measures intended to reduce alcohol problems among young people, 78% of the adults believe that alcoholic beverage promotions to minors should be prohibited. Such promotions include advertising paraphernalia. Adults (77%) also agree that billboard advertising should be restricted in residential areas and near schools. Californians also overwhelmingly support expanding local government authority to include the power to suspend or revoke a liquor store's license if the store repeatedly sells alcohol to minors. Eighty-nine percent of adults (and 96% of registered voters) expressed agreement with this policy. A concrete measure of the public's concern that alcohol and drug problems pose a serious threat to the health and safety of young people is provided by the public's expressed willingness to pay more in taxes to address these problems. Seventy-five percent of adults surveyed said they would be somewhat willing to pay more in taxes to make better services available through substance abuse programs. Furthermore, Californians expressed high levels of support for increases in the state beer excise tax to fund services for children and families. Policy recommendations are made based on these survey findings. (Contains 6 tables and 18 references.)(SLD)

ED 426 124   UD 032 553

Brindis, Claire
Adolescent Transitions: Risk-Taking and Health. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 10p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Community Involvement; *Health Education; Mass Media Role; Policy Formation; Prevention; Program Development; *Public Opinion; Public Policy; *Risk; Secondary Education; Surveys; Tables (Data); Taxes; Urban Youth; *Youth Programs
IDENTIFIERS- *California

This report, fifth of eight in a series, highlights the views of California parents and other adults about issues affecting the health of adolescents, the role communities play in helping young people grow up well, and policies to address behaviors that undermine their health. Six in 10 parents surveyed by the California Center for Health Improvement said that they were very satisfied with their ability to guide their own child's behavior and talk to them about various issues, but only 44% said that they are satisfied with the amount of time they spent as a family. California parents identify distinct differences between the support they experienced as children and the support children experience today. They generally agree that using the program to guide the final revisions of the 1996 editions. Students participating in the evaluation were from eight urban, rural, and suburban elementary schools in Washington state. There were 48 preschool/kindergarten students, 22 first graders, 30 second graders, and 33 third graders. These students were taught by 10 classroom teachers and 2 school counselors. Student knowledge and teacher attitudes were assessed through interviews and surveys. The evaluation showed significant improvements in students' safety knowledge and skill after receiving the curriculum at all grades. Students were better able to indicate strategies to prevent and handle dangerous situations and potentially abusive situations. Students' perceived competence in using safety skills was initially high, and increased significantly only for kindergartners. Teachers found the program easy to implement, relevant, and effective. (Contains two tables and four references.) (SLD)

ED 426 143 UD 032 698

Frey, Karin; Sylvester, Leihua
Research on the Second Step Program: Do Student Behaviors and Attitudes Improve? What Do Teachers Think about the Program?
PUB DATE- 97
NOTE- 15p.; "Second Step" is a registered trademark.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; Behavior Patterns; Curriculum; Elementary Education; Elementary School Students; Formative Evaluation; *Interpersonal Competence; Preschool Children; Preschool Education; *Prevention; Program Evaluation; *Student Attitudes; *Teacher Attitudes; *Violence
IDENTIFIERS- *Second Step Violence Prevention Program

The Second Step program has been evaluated through formative evaluations of the curriculum versions before publication and outcome evaluations of the published versions. One outcome evaluation assessed student aggression and positive social behavior in students from 12 schools in Washington state in grades 1 through 3. It is concluded that the "Second Step" curriculum led to moderate decreases in aggression and increases in neutral and prosocial behavior in school. However, parent and teacher ratings of student behavior did not show any differences between the experimental and control groups. Another study assessed attitudes, teaching practices, and class climate over 3 years. Results from this study suggest that teachers and class climate undergo positive changes during program participation. Formative studies of the first edition curricula for "Second Step" for preschool through grade 8 were conducted in 12 public and 2 private schools in urban and suburban schools in Washington state. Results from five formative studies suggest that the "Second Step" program may foster social skills knowledge with students in preschool, elementary, and middle/junior high school classrooms. Some limitations of the formative studies are discussed. (Contains 26 references.) (SLD)

ED 426 144 UD 032 699

Wallace, Michael B.; Thompson, Sheila D.; Hughes, Gerunda B.
Preliminary Observations of an Equity 2000 Program "Safety Net" through the Lens of the Talent Development Framework.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American

Industry; *Information Systems; *Instructional Effectiveness; Interactive Video; Intermode Differences; Learner Controlled Instruction; Material Development; *Multimedia Instruction; Multimedia Materials; Optical Data Disks; Postsecondary Education; Training Methods
IDENTIFIERS- College Information System

Applied Business Technologies, Inc. is in the process of developing multi-media training CD's to support the implementation of its PowerCAMPUS student information system product. Multi-media training is a very powerful tool for achieving objectives. Trainees take the course at a time convenient for them and progress at a pace suited to their ability. Post course testing reveals this type of training is significantly more effective than traditional classroom training. Especially effective is the eye-to-eye contact with the instructor during the video portion of the training. A comparison of the life-cycle costs to deliver system training using a multi-media enhanced program versus a traditional one shows the significant economic advantage of the technique. The advantage escalates dramatically with scale. Traditional training techniques in the software industry, the multi-media training paradigm, and program limitations are discussed. (Author/AEF)

ED 425 729 IR 019 217

Smith, Peter
Computing Trends in Small Liberal Arts Colleges: Ten Years Later.
PUB DATE- 98
NOTE- 14p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Budgets; Comparative Analysis; *Computer Centers; Computer Networks; *Computer Science Education; *Computer Uses in Education; Equipment Maintenance; Higher Education; *Information Technology; *Liberal Arts; Microcomputers; Questionnaires; School Personnel; School Surveys; Small Colleges; Tables (Data); Technological Advancement; Trend Analysis
IDENTIFIERS- *Academic Computing; Access to Technology; Liberal Arts Colleges; Support Services

Forty-one small liberal arts colleges were visited during the 1997-98 school year in order to talk to key information technology staff and to see computing facilities. A survey containing 15 factual and 10 open-ended questions was used to gather information. This paper presents findings in the following areas and comparison with results of a similar study conducted ten years earlier: (1) general impressions; (2) computer science (CS) programs, including number of schools offering CS majors, curriculum models, number of schools with separate CS departments, and number of full-time faculty; (3) support staff, including the trend toward greater numbers of academic support staff as compared to administrative staff, the decreasing need for programmers and data entry staff, staff structure and responsibilities, and support problems created by the advent of Internet/intranet access; (4) equipment, including computer replacement cycles, repair services, network specifications, and use of Apple Macintosh systems; and (5) financial, including comparison of budgets for computer and

NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Curriculum Enrichment; Educational Technology; *Educational Television; Elementary Education; Filmographies; Instructional Design; Instructional Innovation; Instructional Material Evaluation; *Instructional Materials; Junior High Schools; Lesson Plans; Middle Schools; Teaching Methods; *Videotape Recordings
IDENTIFIERS- Video Tape Reviews

This manual is a resource for elementary and middle school educators who want to select and use videos in instruction. Designed to help educators maximize the instructional value of videos, the first section includes lesson-planning strategies, lesson plans, teaching techniques, and sources for recording educational videos from broadcast or cable television. The second section provides an annotated alphabetical listing of videos that meet the following selection criteria: (1) content relevant to most elementary or middle schools' curriculum; (2) favorably reviewed in a professional journal; (3) produced between 1989 and 1997; (4) content and presentation appropriate for instructional use; and (5) approved by librarians reviewing drafts of the videography. Each entry includes title, producer, series name, year of production, call number, length, list price, sources of reviews, suggested grade levels, key descriptive words, and a brief annotation. An index to videos cross-referenced by subject is provided in the third section. Appendices include: contact information for video distributors and producers; lists of titles of videos from three popular television series--"Reading Rainbow," "Wishbone," and "GhostWriter"; names and addresses of Cable in the Classroom programmers; and a form for evaluating instructional videos. (DLS)

ED 425 749 IR 057 248

Mahmood, Khalid
Information Technology in Libraries. A Pakistani Perspective.
PUB DATE- 98
NOTE- 255p.; Introduction by Aris Khurshid.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cataloging; *Computer Software; Developing Nations; Foreign Countries; Higher Education; *Information Technology; Integrated Library Systems; Librarians; *Libraries; *Library Automation; *Library Development; Library Education; Library Services; Literature Reviews; Online Catalogs; Professional Continuing Education
IDENTIFIERS- *Library Computer Systems; Library Security; *Pakistan

This book presents an overview of the present status of the use of library automation hardware and software in Pakistan. The following 20 articles are included: (1) "The Status of Library Automation in Pakistan"; (2) "Promoting Information Technology in Pakistan: the Netherlands Library Development Project"; (3) "Library Software in Pakistan"; (4) "The Best Library Software for Developing Countries: More than 30 Plus Points of Micro their consequences; (19) developments at the state level in 1996, and (20) recent awards and milestones. Appendices A through H contain information on financial output plans; several Hawaii State House and Senate resolutions; Acts 39, 71, and 170 enacted by the Legislature of the State of Hawaii; teacher preparation; apprenticeship in Hawaii; Overview of the Americans with Disabilities Act: Part V; and state legislation regarding vocational education in the post-World War II period. (Contains 49 references.) (AS)

ED 425 768 JC 990 013

Broadbent, William A.
Accountability as Measured by Employer Satisfaction in Hawaii's Tourist/Hospitality Industry: 1993-1994.
PUB DATE- 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Community Colleges; *Employer Attitudes; *Employment; High Schools; Hotels; Institutional Evaluation; Job Skills; Participant Satisfaction; *Performance Based Assessment; Public Schools; *Tourism; Two Year Colleges; *Vocational Education
IDENTIFIERS- Hawaii; University of Hawaii

During 1993 and 94, the University of Hawaii performed a study of local organizations in the tourist/hospitality industry, assessing employer satisfaction with the graduates and products of the public school system and community colleges. Specifically, the study aimed to determine if participants of training programs were making a successful transition from school to workplace. Forty-three interviews were conducted, targeting managers, owners, supervisors, and/or staff from human resources offices. The study used a sample stratified by organizational size and type of service provided, with hotels and restaurants dominating the group. All firms selected were characterized as service industries, but some also fell into other general categories (hotels could also be categorized as free-standing resorts that offered recreation, entertainment, restaurants, and shopping in addition to lodging). Almost all firms hired employees who had taken vocational, technical, or occupationally oriented class while in high school; three-quarters of the sample preferred to hire applicants from community colleges who had obtained relevant skills training. In addition, more than half of the organizations queried felt that community colleges were doing well in achieving their goals of job preparation. Provided in the report are data on secondary and postsecondary schools and interviewee comments. Appended are additional comments, standards, and interview instruments. (AS)

ED 425 769 JC 990 015

Actual 1997-98 Cost Allocation Summary.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Expenditure per Student; *Expenditures; Full Time Equivalency; Income; *Operating Expenses; *School District Spending; State Aid; Technical

state budget. Proposals to increase accountability include: (1) funding students rather than institutions; (2) tying funding to performance; (3) establishing a single governing entity for public higher education in Minnesota; (4) consolidating campuses; (5) altering tenure practices; (6) establishing standards for faculty teaching workloads; (7) utilizing technology; and (8) creating tax and savings incentives to help families pay for college. Also discussed in the document are financial aid, tuition costs, state expenditure, enrollment, graduation rates, and funding. (AS)

ED 425 788 JC 990 040

Walter, Amy
Balancing the Books: Affording College in Minnesota.
PUB DATE- 98
NOTE- 9p.; "With assistance from Mark Larson. Additional assistance and information were provided by Lisa DeRemee of the Minnesota Department of Finance and Jack Rayburn of the Minnesota Higher Education Services Office." MN Planning, 658 Cedar St., St. Paul, MN 55155; Tel: 612-296-3985; Web site: http://www.mnplan.state.mn.us
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cost Estimates; *Educational Finance; *Higher Education; Need Analysis (Student Financial Aid); *Parent Financial Contribution; *Paying for College; *Student Financial Aid; Student Needs; Tuition
IDENTIFIERS- *Minnesota

Minnesota assigns responsibility for paying the price of college to students, families and taxpayers. This document explores how the state determines the financial role of each contributor, offers incentives for families and students to prepare for assuming their share of costs, and discusses how higher education institutions and political leaders can address the price of higher education. It examines student and parent debts, the partial support provided by financial aid, and the limited affordability of higher education as prices rise at public and private educational institutions in the 90s nationwide. Offers suggestions for containing college costs, including: (1) accountability should be increased through performance-based funding; (2) the different higher education institutions should work cooperatively; (3) more collaborations should be formed with businesses and other schools; and (4) the potential for technology to extend geographic reach should be exploited. Included are graphs illustrating the rate at which average annual tuition is likely to continue to rise, earnings needed for annual loan payments, and legislature's maximum allowed college price as it compares to colleges' estimated price. (AS)

ED 425 789 JC 990 041

WTCS FACTS.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Enrollment; Full Time Students; *Institutional Characteristics; Minority Groups; *Program Costs; School

(6) children in detention and prison; (7) concerns over sanctions against child offenders; (8) Tibetan refugees; and (9) child soldiers. The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Nepal, in the following areas: positive factors, factors and difficulties impeding the implementation of the convention, principal subjects of concern, and suggestions and recommendations. (EV)

ED 425 807 PS 027 032

Lacroix, Anne-Laurence; Mejia, Fernando
Rights of the Child in Senegal.
PUB DATE- 95
NOTE- 26p.; Report presented to the Committee on the Rights of the Child (10th Session, Geneva, Switzerland, November 1995). For other reports in the Rights of the Child Series, see PS 027 031-038. Support provided by the Hans Wilsdorf Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- Child Safety; *Senegal; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the Republic of Senegal. Part 1 of the report, "Preliminary Observations," discusses Senegal's ratification of the Convention on the Rights of the Child and its participation in other international instruments relating to human rights which condemn the practice of torture. Part 2, "General Observations," discusses in detail Senegal's legislation regarding torture and crimes against children and points out perceived inadequacies in policy and practice. Part 3, "Children in Conflict with the Law," details Senegal's Penal Code with regard to minors, pointing out areas for improvement. Part 4, "Conclusions," asserts that the International Secretariat of OMCT/SOS-Torture laments the excessively condensed manner in which Senegal addressed torture and cruel, inhuman punishment in its reporting on article 37 of the Convention of the Rights of the Child. This section also includes various recommendations and lists areas of concern regarding compliance with the Convention. The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Senegal, in the following areas: positive factors, factors and difficulties impeding the implementation of the Convention, principal subjects of concern, and suggestions and recommendations. (EV)

ED 425 808 PS 027 033

Lacroix, Anne-Laurence
Rights of the Child in the Federal Republic of Yugoslavia.
PUB DATE- 96
NOTE- 31p.; Report presented to the Committee on the Rights of the Child (11th Session, Geneva, Switzerland, January 8-26, 1996); for other reports in the Rights of the Child series, see PS 027 031-038. Support provided by the Hans Wilsdorf

IDENTIFIERS- North Carolina; *Smart Start
The North Carolina Early Childhood Initiative, better known as Smart Start, was implemented to ensure that all North Carolina children enter school healthy and prepared to succeed. In 1997, an evaluation team worked with four Smart Start partnerships to describe the current client information systems used by local partnerships and to determine the feasibility of creating a client information system. The client information system consists of a database used by all Smart Start-funded projects. It collects similar information from participants of all Smart Start projects across the state, using a unique identifier to link data across projects. The four partnerships attempted to gather the same basic client information from projects over a 4-month period. Among the findings: none of the partnerships could gather client information for all of their projects; partnerships did not have the staff or the technical expertise and support to continue working on the client information system; and some staff and client families expressed concern about providing personal information. As result of the findings, several state- and local-level recommendations were made, including that a client information system be broader than just Smart Start, and that Social Security numbers not be used as the unique identifiers in a client information system. (SD)

ED 425 827 PS 027 130

Koppelman, Jane; Lear, Julia Graham
The New Child Health Insurance Expansions: How Will School-Based Health Centers Fit In?
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Conference of the National Association School-Based Health Care (Los Angeles, CA, June 25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; *Comprehensive School Health Education; Elementary Secondary Education; *Health Insurance; *School Health Services; State Action; State Federal Aid; *State Programs
IDENTIFIERS- Colorado; Connecticut; School Based Health Clinics; State Child Health Insurance Program
Under the State Child Health Insurance Program, states receive funds to purchase health insurance for low-income, uninsured children. Noting that partnering with managed care will be essential if school-based health centers are to receive reimbursement for serving the publicly insured portion of their clientele, this paper examines the relationship between this public insurance program and school-based health centers (SBHCs). The paper first describes the establishment of SBHCs in the early 1970s and their expansion, focusing on the financing mechanisms used. The paper then describes the State Child Health Insurance Program, including the views of federal and state agencies, health plans, and local SBHCs on the challenges of developing contracts, the incentives and disincentives health plans have to contract with SBHCs, and what has accounted for success where relationships are moving forward. Finally, the paper presents case studies on the experiences of Colorado and Connecticut in addressing these evolving issues. (KB)

Holidays; Human Geography; Latin American Culture; *Nutrition Instruction; Recipes (Food)
IDENTIFIERS- Dietary Guidelines for Americans; *Food Preparation; *West Virginia

This guide was developed to help students in West Virginia learn healthy eating habits and attitudes, primarily by preparing and eating food. The guide suggests activities, recipes and resources to help students: (1) enjoy a variety of nutritious foods; (2) feel competent about trying unfamiliar foods; (3) understand cultural influences on food preferences and eating habits; and (4) appreciate the similarity and diversity of the world's peoples. The guide is divided into eight sections representing major cultural regions of the world: Latin America, Europe, Middle East and North Africa, Africa south of the Sahara, Russia and Eurasia, East and Southeast Asia, South Asia, and Australia and Oceania. Each section presents classroom and nutrition ideas, classroom and cafeteria recipes, and a discussion of the food pyramid. The guide's appendix contains West Virginia state nutrition standards for schools, dietary and food pyramid guidelines, a 92-item bibliography, and a 13-item resource list. (LBT)

ED 425 847 PS 027 216

Abdul-Latif, Deatema L.
Improving the Social-Adaptive Behavior of Chronically Disruptive Students in an Elementary School Setting.
PUB DATE- 98
NOTE- 59p.; Ed.D. Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Antisocial Behavior; *Behavior Change; Behavior Problems; Change Strategies; Elementary Education; High Risk Students; Interpersonal Competence; Intervention; Parent Participation; Problem Children; Program Effectiveness; Self Control; Social Adjustment; *Student Behavior
IDENTIFIERS- Social Skills Training

This practicum project addressed the need to improve antisocial behavior in disruptive elementary school children, using a skill deficit perspective. Six student participants were selected on the basis of a high number of school suspensions and their identification as disrespectful, confrontational, and self-absorbed, as well as behaviors that included classroom disruption, defiance toward adults, disregard of school rules, and aggressive confrontations. These students were at risk for academic failure and were placed in an alternative educational setting. The Responsible Initiative for Strengthening Education (RISE) program was designed and implemented to help these students choose socially acceptable behaviors over self-defeating ones. RISE included efforts to strengthen problem-solving techniques, improve social skills, strengthen academic performance, and address specific aspects of difficulty unique to each student. Parent support was also included as a program component. Surveys, behavioral checklists, and pre- and posttests indicated that the majority of students made significant progress in learning to use conflict management techniques; classroom participation became more consistent and academic performance improved. (Contains 21 references.) (EV)

ED 425 848 PS 027 217

Honig, Alice Sterling

Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; Elementary Secondary Education; *Lunch Programs; Program Descriptions; State Programs
IDENTIFIERS- *Colorado; *Program Characteristics; School Breakfast Program; School Lunch Program

More than 50 million meals are served annually to Colorado's children through the national school lunch program, school breakfast program, special milk program, and summer food service program. This report provides descriptions of these programs, information on free and reduced price meals and how to qualify, revenue sources for these programs, a summary of new meal initiatives such as efforts to comply with federal dietary guidelines, a fact sheet on Colorado with regard to school food programs, and statistics on the average cost to produce a meal and average meal prices in Colorado. The remainder of the report provides statistical tables on school districts by county and school districts by membership, offering information on: (1) membership in grades K-12; (2) average daily participation at lunch; (3) total percent participation; (4) total approved for free meal; (5) total approved for reduced meal; (6) total approved for free or reduced meal; (7) percentage of membership approved for free and reduced meals; and (8) the percentage of free or reduced meals of all meals served. Other tables offer information on breakfast and lunch prices for elementary, middle, junior, and senior high schools, and average cost to produce breakfast and lunch by district. (EV)

ED 425 866 PS 027 251

Goldstein, Anne
Child Care Consumer Education on the Internet. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Information Services; *Consumer Education; *Day Care; Day Care Centers; Early Childhood Education; Educational Quality; Family Needs; Information Dissemination; Information Needs; *Internet; Multimedia Materials; Parent Materials; Parents; Referral; School Age Day Care; State Programs
IDENTIFIERS- *Child Care Needs; Day Care Quality; *Day Care Selection; ERIC Digests

One of the most important decisions that parents make is choosing child care for their children. Child care consumer education provides parents with the information they need to help them assess their needs, locate services, evaluate quality, and choose the best possible care for their children. There are two broad strategies for disseminating child care consumer education information: direct consultation with parents and multimedia public awareness campaigns. Many parents obtain information about choosing high-quality child care through telephone or face-to-face contacts with community-based child care resource and referral agencies. To augment these individualized strategies, national, state, and community organizations develop multimedia public awareness campaigns designed to provide consumers, potential consumers, employers, and others in the community with general information on the

ED 425 882 RC 021 735

The State of the South, 1998. A Report to the Region and Its Leadership.
PUB DATE- 98
NOTE- 67p.; Funding also received from the Wachovia Foundation. For 1996 report, see ED 409 137. Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Census Figures; Education Work Relationship; *Educational Attainment; Educational Status Comparison; Employment Patterns; *Family Characteristics; Higher Education; Income; *Labor Force; *Migration Patterns; *Population Trends; Poverty; Racial Differences; Regional Characteristics; Rural Urban Differences; Sex Differences; *Socioeconomic Status; Tables (Data)
IDENTIFIERS- *United States (South)

This report builds upon the "State of the South, 1996" report by concentrating on how various segments of the region's population are faring, with special attention to gender, ethnicity, and education. States included in the regional analysis are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Most data come from special tabulations of the March Current Population Survey by the Bureau of the Census (1976-1997). An analysis of population, migration, and metropolitanization finds that the South is becoming a multiethnic society; African Americans are returning to the South along with other newcomers; and the South is now more urban and suburban than rural. An analysis of jobs, labor force, earnings, and education finds that a changing economic structure is making more high-quality jobs available and producing changes in who holds those jobs; women have steadily increased their participation in the workforce, but men have not; more women than men attend two-year and four-year colleges and the gap is widening; and the financial payoff from education beyond high school grew over two decades and remains large, while the less educated are increasingly left out of the job market. An analysis of southern families finds a sharp and paradoxical increase both in two-parent, two-earner families and single-parent, single-earner families; an enlarged middle class among both blacks and whites, but also a large income gap between white families and black and Hispanic families; and many families headed by single mothers with no more than a high school education. A final section reports on higher education, philanthropy, and leadership. (Contains 17 graphs and tables.) (SAS)

ED 425 883 RC 021 745

School Reform. IDRA Focus.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Dropout Rate; Educational Assessment; *Educational Change; Educational Needs; Educational Policy; Educational Vouchers; Elementary Secondary Education;

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; Dropout Rate; *Educational Equity (Finance); *Educational Policy; Elementary Secondary Education; Equal Education; Financial Support; *Grade Repetition; *Internet; *Sexual Harassment; State Legislation; Telecommunications
IDENTIFIERS- *Access to Technology; Telecommunications Act 1996; *Texas

This theme issue includes five articles that focus on educational policy in the Texas legislature in relation to student retention, Internet access, and sexual harassment. "1999 Texas Legislative Session--End of an Era?" (Albert Cortez, Maria Robledo Montecel) examines educational equity issues facing legislators: school funding, including the facilities allotment, funding formulas, and special program allotments; disciplinary alternative education programs; reporting of student dropout rates; reading initiatives; public money for private schooling; and affirmative action in higher education. "Retention Fails, but Continues To Be Promoted" (Pam McCollum) reviews national and state histories of retention policies, including social promotion versus in-grade retention, the failures and costs of social promotion, summer schools, transitional schools, research on retention, and alternatives to retention. "The E-Rate and the Battle for Equity in Educational Technology" (Felix Montes) discusses the Internet as a vital resource, whether the government should intervene to ensure equity, the current status of the Telecommunications Act and E-rate, and efforts to save the E-rate. "Reflections: Making Policy through the State Board of Education" (Joe J. Bernal) gives a state board member's view on what an individual member can accomplish by reviewing his efforts to reform the Texas social studies curriculum. "Sexual Harassment: Historical Background and Litigation Update" (Maria Aurora Yanez) briefly reviews the legislative and legal history of sexual harassment, its impact on students, recent legislation and litigation, and related services available from the IDRA Desegregation Assistance Center. Also included in this issue is a cumulative index for January 1998-December 1998 and a sidebar listing the theme for each 1998 issue. (SAS)

ED 425 900 RC 021 776

ESTRELLA.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Uses in Education; Delivery Systems; *Distance Education; Educational Technology; Federal Programs; High School Students; High Schools; Higher Education; *Mentors; *Migrant Education; *Migrant Programs; Program Descriptions; Visual Learning
IDENTIFIERS- Credit Accrual; Polaroid Education Program

This newsletter issue is devoted entirely to the goals and achievements of Project Estrella (Encourage Students through Technology To Reach High Expectations in Learning, Lifeskills, and Achievement), one of six migrant education technology projects funded by the U.S. Department of Education. "ESTRELLA Connects for Learning" describes the use of technology and mentors to connect migrant students in Montana, New York, and Illinois with their home school districts in Texas. Strengths of the program include excellent planning and management, experience from pilot technology projects, and partnerships

IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations
The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the June 1998 administration of the Biology 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that are provided to schools and school jurisdiction offices. Findings indicate that 90.8% of the 8,813 students who took the test achieved the acceptable standard, and 27.7% of those students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (ASK)

ED 425 922 SE 061 924

Physics 30 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For related documents, see SE 061 922-927. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Foreign Countries; High Schools; *Physics; Science Education; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations
The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the June 1998 administration of the Physics 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that are provided to schools and school jurisdiction offices. Findings indicate that 93.3% of the 5,183 students who took the test achieved the acceptable standard, and 30.4% of those students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (ASK)

ED 425 923 SE 061 925

Science 30 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For related documents, see SE 061 922-927. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Foreign Countries; *General Science; High Schools; *Science Education; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations
The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the June 1998 administration of the Science 30 Diploma Examination by the Alberta Department of Education in Canada. This information is

West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Arizona was 218 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Arizona was 268 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Arizona or the nation. At the fourth grade, White students in Arizona had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students. At the eighth grade, White students in Arizona had an average mathematics scale score that was higher than that of Black and Hispanic but was not significantly different from that of American Indian students. (ASK)

ED 425 942 SE 062 113

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Arkansas. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arkansas; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996

Functions. In Iowa, 2,359 students in 95 public schools and 284 students in 15 nonpublic schools were assessed at the fourth-grade level and 2,169 students in 93 public schools and 282 students in 15 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Iowa fourth- and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Iowa was 229 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Iowa was 284 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Iowa or the nation. At the fourth and eighth grades, White students in Iowa had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 953 SE 062 124

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Kentucky. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Kentucky; National Assessment of Educational Progress; State Mathematics Assessments

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United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Montana was 228 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Montana was 283 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Montana or the nation. At the fourth and eighth grades, White students in Montana had an average mathematics scale score that was higher than that of Hispanic and American Indian students. (ASK)

ED 425 963 SE 062 134

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Nebraska. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 216p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Nebraska; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations;

students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Rhode Island was 220 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Rhode Island was 269 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Rhode Island or the nation. The average mathematics scale score of eight grade males was higher than that of females in Rhode Island; nationwide, however, the performance of males did not differ significantly from that of females. At the fourth and eighth grades, White students in Rhode Island had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 974 SE 062 145

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for South Carolina. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 213p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *South Carolina; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In South Carolina, 2,364 students in 92 public performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in DDESS was 224 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in DDESS was 269 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males was higher than that of females in the DDESS; nationwide, however, the performance of males did not differ significantly from that of females. The average mathematics scale score of eighth grade males did not differ significantly from that of females in either the DDESS or the nation. At the fourth and eighth grades, White students in DDESS had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 985 SE 062 156

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Department of Defense Dependents Schools. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 199p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Dependents Schools; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data

Connors, Kathleen E., Ed.
Seminar for Research in Art Education - Research Abstracts for the National Art Education Association Conference (New Orleans, Louisiana, March 19-23, 1997).
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art; *Art Education; Curriculum Research; Educational Practices; Educational Research

These abstracts are of the research presentations of the National Art Education Convention of 1997. The New Orleans 1997 Seminar for Research in Art Education (SRAE) Abstracts includes the 61 accepted proposals and the 11 task force and meeting presentations. They reflect an ongoing wide range and expanding mass of interests both traditional and tangential to the field. The abstracts of the convention presentations are arranged in alphabetical order by affiliation and title of the session. (EH)

ED 426 003 SO 028 970

Young, Michelle D.
Homeless Mothers: Their Lives, Their Identities, and Their Children's Education.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Fatherless Family; Feminization of Poverty; *Homeless People; Mother Attitudes; *Mothers; Parent Influence; *Poverty; Social Science Research

This ethnographic study focuses on two homeless mothers and their efforts to support their families. The study reveals how the mothers came to be homeless and how this experience has affected them. The work examines the experiences of the mothers with and perceptions of their children's education as well as the roles the mothers play in the educational process, ways in which the mothers supported their children's education, both formally and informally, and the factors which acted as barriers and supports in this process. The study provides insight into how educators and social service providers might support women and their families to ensure their children receive a free and quality education while they are homeless. The sections of the paper include: (1) a review of recent literature; (2) description of the study and methods used to collect data; (3) findings of the study; and (4) conclusions and implications. (EH)

ED 426 004 SO 028 971

Brewer, Thomas M.; Morris, Darlean J.
"Drumbeat 96": Proceedings, Survey Results, and Recommendations. A Report from "Drumbeat 96", the Mississippi Conference on Arts Education.
PUB DATE- 97
NOTE- 45p.; Photocopied photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

IDENTIFIERS- *Portraits

This teacher's guide accompanies a packet of five art reproductions based on portraits as a theme. The guide offers suggestions for engaging children's attention and curiosity about art and artists, and encourages exploration of the issues these works present through art activities, discussions, learning centers, field trips, and other experiences within and beyond the classroom. The activities emphasize connections between young children's concerns and those which artists in various times and places have explored in their works. Artists presented and art works examined in this guide are: (1) Currier and Ives, "The Little Pets"; (2) Pablo Picasso, "Portrait de Marie-Therese"; (3) Mary Cassatt, "Spring: Margot Standing in the Garden"; (4) Claude Monet, "Coin d'Appartement (Corner of Apartment)" and (5) Paul Kane, "Caw-Wacham." After introductory sections which provide background information regarding the instructional methodology, and suggestions for discussions and activities, the guide includes objectives, concepts, materials, preparations, and resources for presenting each of the five art reproductions. The guide concludes with biographical notes on each of the artists represented in this guide, and an annotated list of art reproductions in the Art Image series. (MM)

ED 426 025 SO 029 379

Thompson, Christine
Art Image Preschool: Introducing 3-to-5-Year-Old Children to Art and Artists. Packet 4: Animals in the Wild. Teacher's Guide.
PUB DATE- 94
NOTE- 69p.; Accompanying five laminated color reproductions (18" x 23") not available from EDRS. For related documents, see SO 029 376-380.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Art; Art Activities; Art Criticism; *Art Education; Art History; *Artists; Instructional Materials; Preschool Education; Teaching Guides; Thematic Approach; Visual Arts

This teacher's guide accompanies a packet of five art reproductions based on animals as a theme. The guide offers suggestions for engaging children's attention and curiosity about art and artists, and encourages exploration of the issues these works present through art activities, discussions, learning centers, field trips, and other experiences within and beyond the classroom. The activities emphasize connections between young children's concerns and those which artists in various times and places have explored in their works. Artists presented and art works examined in this guide are: (1) Albert Dumouchel, "L'Horrible Chat des Neiges (The Horrible Snow Cat)"; (2) Eugene Delacroix, "Jeune Tigre Jouant avec sa Mere (Young Tiger Playing with His Mother)"; (3) Jean-Leon Gerome, "Tiger and Cubs"; (4) Mori Sosen, "Japanese Macaques (Detail #2)"; and (5) Henri Rousseau, "Exotic Landscape." After introductory sections which provide background information regarding the instructional methodology, and suggestions for discussions and activities, the guide includes objective, concepts, materials, preparation, discussion questions, a focus activity and extension activities, and resources for presenting each of the five art reproductions. The guide concludes with biographical notes on each of the artists represented in this guide, and an annotated list of art reproductions in the Art Image series. (MM)

Social Studies. Grades 9-12. Update 1997/1998.
PUB DATE- 97
NOTE- 98p.; Updates and revises ED 396 971. For related items, see SO 029 486 - 487. Color transparencies not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; *Geographic Concepts; *Geographic Location; *Geographic Regions; *Geography; *Geography Instruction; High Schools; Human Geography; Instructional Materials; Maps; Multicultural Education; Physical Geography; Secondary Education; Social Studies; World Geography; World History
IDENTIFIERS- *Germany

This packet contains three lessons designed for the high school classroom. Lessons include: (1) "The German Worker"; (2) "Government in Germany"; and (3) "Culture and Daily Life in Germany." Student activities focus on comparative economic systems, worker training and apprenticeship programs, structure of government with case studies of the health care system and the federal budget, the role of the press in Germany, and leisure activities. Numerous activities, handouts, worksheets, and transparencies accompany the lessons. ERIC copy of the document contains photocopies of the transparencies. (EH)

ED 426 046 SO 029 509

Marker, Gerald W.
Using National Social Studies Standards in the Real World.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Lillehammer, Norway, June 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civics; Elementary Secondary Education; Geography Instruction; History Instruction; Models; *National Standards; *Social Studies; State Curriculum Guides; State Departments of Education; *State Standards
IDENTIFIERS- National Social Studies Standards

This paper focuses on the "content" standards in history, geography, civics, and social studies and how social studies specialists in six Mid-western states saw the standards being used in their states as of spring 1998. The data gathered came from the use of a Q-sort deck of 21 cards with statements regarding the standards and structured interviews following the Q-sort exercise. The outcomes of the standards movement are on the wane because they became voluntary in nature and were not a basis for national assessments. The standards are seen as a springboard for local discussion of curriculum and offering sources of new lesson ideas for the practitioner. Publishers see the national standards as a way to change instructional materials to align with state curriculum standards. The national standards appear to have made their greatest impact as a basis for state standards in the content areas. The standards have also had an influence on assessment in the content areas with expectations of behavior and may influence teacher preparation and inservice as ways of addressing the new assessments. The most lasting impacts of the national standards movement are in the state development models closely tied to

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; *Norm Referenced Tests; *Standardized Tests; Standards; State Programs; Test Format; *Test Use; Testing Programs
IDENTIFIERS- Large Scale Assessment

This booklet provides parents, teachers, administrators, and policymakers with information about achievement testing which is relevant to their needs. The first section presents an overview of the current market for standardized achievement tests and provides key definitions, distinctions between ability and achievement testing, comparisons of norm-referenced, criterion-referenced, and standards-referenced testing, and examples of appropriate interpretations of norm-, criterion-, and standards-referenced test scores. The next section provides information on the most frequently-used standardized achievement tests: (1) California Achievement Test; (2) Stanford Achievement Test; (3) Metropolitan Achievement Test; (4) Iowa Tests of Basic Skills; (5) Comprehensive Test of Basic Skills; and (6) Terra Nova. The following section focuses on the uses and misuses of tests. This section describes how test information can be used by the various audiences, and summarizes cautionary information from professional guidelines and standards. The final section analyzes current issues and controversies in large-scale achievement testing and speculates about future trends and areas of concern. A section on "References and Resources" appears at the end and provides information that readers can use to contact test publishers and obtain test reviews and other information related to testing in U.S. schools. (Contains 12 figures, 3 tables, and 51 references.) (SLD)

ED 426 066 TM 029 287

Sugrue, Brenda; Webb, Noreen; Schlackman, Jonah
The Interchangeability of Assessment Methods in Science. CSE Technical Report 474.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.; In collaboration with University of Colorado at Boulder, Stanford University, the RAND Corporation, University of California, Santa Barbara, University of Southern California, Educational Testing Service, and University of Pittsburgh. For other reports in this series, see TM 029 289-293.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Educational Assessment; Evaluation Methods; Grade 7; Grade 8; *Hands On Science; Junior High Schools; Middle Schools; *Multiple Choice Tests; *Science Tests; Sciences; Tables (Data); *Test Format; Test Use
IDENTIFIERS- California (Los Angeles County); *Middle School Students; Paper and Pencil Tests

This paper describes a study that investigated the interchangeability of four different assessment methods for measuring middle-school students' understanding of science concepts. The four methods compared were hands-on tasks with associated multiple-choice and written justification items, written analogues of the hands-on tasks, and two types of multiple-choice items that were not related to hands-on or written analogue tasks. Participants were 662 seventh and

ED 426 085 TM 029 313

Roberts, J. Kyle
Thurstone's Method of Equal-Appearing Intervals in Measuring Attitudes: An Old Method That Is Not Forgotten.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Elementary Secondary Education; Ethics; Personality Assessment; Program Evaluation; *Scaling; *Test Construction; *Values
IDENTIFIERS- *Character Education; Equal Interval Scoring; *Thurstone Model

Many school districts face the problem of evaluating new programs to train students in ethics and moral decision making. Using conventional personality tests in program evaluation may be helpful, but probably will not provide measures for the attitudes that are targeted by the intervention. The method of equal- appearing intervals developed by L. Thurstone (1959) provides a viable solution for this problem. How school districts could use this type of scaling to measure attitudes specific to the design of character education programs is discussed. The relative simplicity of Thurstone scaling means that most schools could develop and administer this method in-house. The relative ease of construction would allow school districts not only to measure the effectiveness of an intervention but also to identify children who might be best suited for character education programs. (SLD)

ED 426 086 TM 029 314

Henson, Robin K.
ANCOVA with Intact Groups: Don't Do It!
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; *Educational Research; *Groups; Heuristics; Hypothesis Testing

This paper explains how analysis of covariance (ANCOVA) and related statistical corrections work and discusses difficulties with the use of these corrections under certain circumstances. ANCOVA is essentially a regression of a covariate variable on the dependent variable from the entire sample ignoring group membership, at least, if ANCOVA assumptions are perfectly met. Small heuristic data sets are used to illustrate when ANCOVA can and cannot be used correctly in educational research. ANCOVA generally can be used correctly with randomly assigned groups, but may not be needed in that situation. When groups are not randomly assigned, ANCOVA often cannot be used correctly. It is a paradox that ANCOVA often cannot be used when "correction" is most needed. For ANCOVA, meeting the homogeneity of regression assumption is critical in determining its viability as a statistical tool. An appendix contains a computer program for the ANCOVA heuristic analysis. (Contains

Rooney, Charles; Schaeffer, Bob
Test Scores Do Not Equal Merit: Enhancing Equity & Excellence in College Admissions by Deemphasizing SAT and ACT Results.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Admission Criteria; Case Studies; College Applicants; *College Entrance Examinations; Diversity (Student); *Equal Education; Grade Point Average; *High School Students; High Schools; Higher Education; Minority Groups; Test Results; *Test Use
IDENTIFIERS- *ACT Assessment; *Scholastic Assessment Tests

More than 275 colleges across the United States now admit some or all of their applicants without regard to Scholastic Assessment Test (SAT) or American College Testing Program (ACT) scores, and many say that the policy has increased both the diversity and the academic quality of their entering classes. Many lessons have been learned at schools that have deemphasized test scores. Detailed case studies present the experiences of three colleges, Bates, Muhlenberg, and Franklin & Marshall, as well as those of the Texas public university system and the California state university system. Submitting test scores is optional for applicants at Bates and Muhlenberg and the other profiled institutions do not consider SAT or ACT results from students who meet either grade point average or class rank criteria. The five case studies indicate that high school performance is the best available method for screening applicants, and that tests add little useful information to the high school record. Moving away from reliance on admissions tests promotes sounder educational practices in high schools by downgrading the importance of multiple-choice examination preparation. Dropping tests leads to greater diversity, these institutions have concluded, because the focus on test scores can deter otherwise qualified minority, low-income, first-generation, female, and other students from applying. In addition, test- optional colleges and universities have not experienced particular difficulties recruiting and selecting their entering classes. Because other colleges can learn from the experiences of these institutions, this report includes a guide for schools seeking to restructure their admissions requirements. This process begins with an audit of current test score use, followed by an analysis of the impact of these policies on the institution's mission and goals. Appendixes present a list of 281 4-year schools that have eliminated or reduced test score requirements, a discussion of graduate level admissions, a discussion of gender bias on the SAT, and an SAT fact sheet. (Contains 102 endnotes.) (SLD)

ED 426 108 TM 029 342

Ziomek, Robert L.; Andrews, Kevin M.
ACT Assessment Score Gains of Special-Tested Students Who Tested at Least Twice.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

programs outside the family, whether church or community sponsored, play a greater role today. Californians also believe that, in the area of youth attitudes about alcohol and drugs, smoking, sexual behavior, and violence, the media are having a negative effect. When California parents were asked about effective policies supporting adolescent health, more than 80% said that they wanted more information from health care providers about issues such as substance abuse, pregnancy prevention, and behavioral problems. They also want more prevention services, especially in the area of pregnancy prevention. More than 9 in 10 adults surveyed support efforts that promote a greater sense of responsibility among adolescents and young male adults. Californians also support coverage of alcohol and drug treatment by health insurance plans. Recommendations are made for the following policy changes: (1) providing opportunities for young people to play active and meaningful roles in their communities; (2) reinforcing and supporting parental efforts; (3) encouraging community members to play active and committed roles to support adolescent development; and (4) making preventive health care and alcohol and drug treatment a priority in health coverage. (Contains 6 tables and 11 references.) (SLD)

ED 426 125 UD 032 554

Crowell, Areta
Emotional Health Services for Children, Youths: Coordinated Care, Insurance Coverage Needed. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 6p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; *Coordination; Financial Support; *Health Insurance; *Mental Health Programs; Policy Formation; *Public Opinion; Public Policy; Surveys; Taxes
IDENTIFIERS- *California

This report, sixth of a series of eight, focuses on the emotional health and well-being of children and youths. It discusses the prevalence of mental health problems among young people, development of mental health systems of care, and mental health benefits as a part of health insurance coverage. The California Center for Health Improvement asked California adults about how much they worried about mental health problems among children and youths in their community, and 65% of adults surveyed and 70% of parents were somewhat to very worried. Eleven percent of parents surveyed also reported having had a problem obtaining mental health services for their children. Researchers and clinicians agree that systems of care are needed to coordinate public and community-based mental health services for children and youths, including mental health assessment, early intervention, case management, crisis intervention, outpatient and inpatient care, school-based day treatment, in-home services, and family support. Some of the programs in California that are operating to meet these needs are described. Survey results show that California adults support expanded health insurance coverage and increased public funding to promote access to mental health services. Policy recommendations center on the coordination of services for children and youth, better health insurance coverage for mental health services, enrollment in Medi-Cal (medical assistance) for all eligible children and youths, implementation of the

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; After School Programs; *Educational Environment; Educational Planning; *Enrichment Activities; Evaluation Methods; *High School Students; High Schools; Higher Education; Research Methodology; Suburban Schools
IDENTIFIERS- EQUITY 2000; *Saturday School; *Talent Development Framework

As a preliminary step within a comprehensive evaluation plan, direct observation of a "safety-net" academic enrichment component of the College Board's Equity 2000 Program, in the form of the Saturday Academy, was conducted by researchers from the Center for Research on the Education of Students Placed at Risk/Howard University (RESPAR/HU) (Washington, D.C.) at two sites on campuses of institutions of higher education in a suburban school district. Saturday Academies provide academically supportive or enrichment activities for students on Saturdays, along with parent information. These observations were focused on specific instructional and support elements of the Equity 2000 program and on the presence and operation of elements, principles, and practices related to the Talent Development Framework/Model (A. Boykin, 1996). These preliminary observations were conducted to support refinement of study instruments and to set the stage for more controlled observations at a later date. The observations taken in the context of the Saturday Academy, are organized based on the operation of key "means to success" drawn form the Talent Development Framework. These preliminary observations show that five of the six essential elements of a successful learning environment are present to some degree in the Saturday Academies on these campuses. An appendix contains a site visit checklist. (Contains four references.) (SLD)

ED 426 145 UD 032 700

Flores, Kimura; Douglas, Toby; Ellwood, Deborah A.
The Children's Budget Report: A Detailed Analysis of Spending on Low-Income Children's Programs in 13 States. Occasional Paper Number 14.
PUB DATE- 98
NOTE- 68p.; Part of the Urban Institute's "Assessing the New Federalism" project, a multiyear effort to monitor and assess the devolution of social programs.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Children; Day Care; Early Childhood Education; Elementary Secondary Education; *Financial Support; *Low Income Groups; Policy Formation; Public Policy; *Resource Allocation; *Social Services; State Programs; Tables (Data)

State, federal, and local spending on low-income children are examined for 13 states to help policymakers see the priorities that are actually reflected in their spending. The 13 states were chosen to ensure geographic, political, and economic diversity as part of the "Assessing the New Federalism" project, and together they include about half of the U.S. population. The first section discusses the nature of state fiscal data and the methodology for the study of spending. The library services with the total educational and general budget. The extent that investment in technology can improve teaching and learning is identified as a key issue. Appendices include a list of colleges visited, tables of survey data for 1997-98 and for 1987, and a copy of the questionnaire. (AEF)

ED 425 730 IR 019 218

Snyder, Robin M.
Using 4DOS Batch Files To Create an Infrastructure That Makes It Easy for Students To Create and Maintain HTML Web Pages.
PUB DATE- 98
NOTE- 10p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Automation; College Students; *Computer Oriented Programs; *Computer Software Development; Higher Education; *Hypermedia; *Programming; Programming Languages; User Needs (Information); World Wide Web
IDENTIFIERS- *Batch Processing (Computer Science); Disk Operating Systems; HTML; Infrastructure; *Web Pages

This paper describes the use of simple 4DOS batch files to automate the creation and maintenance of an infrastructure to assist students in creating and maintaining HTML World Wide Web pages. Background is provided on Web pages, DOS, 4DOS, and batch files. The assumptions made in creating the infrastructure are summarized, and program statements and resulting output are presented. (AEF)

ED 425 731 IR 019 219

Snyder, Robin M.
Using Frames and JavaScript To Automate Teacher-Side Web Page Navigation for Classroom Presentations.
PUB DATE- 98
NOTE- 10p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Automation; Computer Assisted Instruction; Computer Oriented Programs; Higher Education; *Hypermedia; Information Retrieval; *Multimedia Instruction; *Multimedia Materials; *Navigation (Information Systems); Programming; Programming Languages; Screen Design (Computers); *World Wide Web
IDENTIFIERS- Browsing; *HTML; *Java Programming Language; Web Pages

HTML provides a platform-independent way of creating and making multimedia presentations for classroom instruction and making that content available on the Internet. However, time in class is very valuable, so that any way to automate or otherwise assist the presenter in Web page navigation during class can save valuable seconds. This paper describes the use of frames and JavaScript in conjunction with VGA/TV project systems to automate teacher-side Web page navigation for classroom

CDS/ISIS Computerized Documentation System/Integrated Set of Information Systems"; (5) "Micro CDS/ISIS: What's New in Version 3.0"; (6) "Use of Micro CDS/ISIS in Pakistan: A Survey"; (7) "Do You Need a Lamp To Enlighten Your Library: An Introduction to Library Automation and Management Program (LAMP)"; (8) "The Development of the LAMP Software for Use in Developing Countries and Its Marketing in Pakistan"; (9) "Online Public Access Catalogue (OPAC) at Department of Library Science"; (10) "Information Technology Education in Pakistani Library Schools"; (11) "The Technology Challenge and Continuing Education for Pakistani Librarians"; (12) "Information Technology and Library Education in Pakistan: Recent Developments in the Curriculum"; (13) "Information Technology in Library Schools: A Case Study of the University of the Punjab"; (14) "PLA Pakistan Library Association Computer Training Center, Lahore: Three Years of Success"; (15) "Library and Information Services in Pakistan: A Review of Articles Published in Foreign Journals: (16) "Pakistani Librarianship during 1990s: A Literature Review"; (17) "Emerging Trends in Technical Services in Libraries: A Training Experience in Pakistan"; (18) "Cataloguing Practice in University Libraries: A Comparison of Three Developing Countries (Pakistan, Malaysia, Saudi Arabia)"; (19) "Subject Cataloguing in Pakistani Libraries"; and (20) "Let's Save Our Cultural Heritage: An Introduction to Library Security System." Each article contains references. (DLS)

ED 425 750 IR 057 249

Hearne, Betsy, Ed.; Del Negro, Janice M., Ed.; Jenkins, Christine, Ed.; Stevenson, Deborah, Ed.
Story: From Fireplace to Cyberspace. Connecting Children and Narrative. Papers presented at the Allerton Park Institute (Monticello, Illinois, October 26-28, 1997) Allerton Park Institute, Number 39.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Child Development; Childhood Needs; Childrens Literature; Creative Expression; Culture; Illustrations; Literacy; *Narration; Oral Tradition; Picture Books; Reading; Reading Aloud to Others; *Story Reading; *Story Telling; Writing for Publication; Young Children
IDENTIFIERS- Visual Imagery; Writing for Children

The papers included in this volume emphasize the need to connect the child and the narrative as a way to affect children's development in evaluating literature and information in all forms. Children are lively agents who create meaning as readers, viewers, and listeners. These proceedings address the myriad aspects of storytelling--practical, theoretical, literary, and cultural. The first section "Story as Practice" emphasizes practical application, while the second section "Story as Theory" focuses on theory and the storytelling revival. The third "Story as Literature" and fourth "Story as Institutional Culture" sections move into the realm of the story in book format including book-linking thematically, analyzing narrative in art, storytelling the creation of a picture book with personal and professional aspects interwoven, stories as commodities in the economics of popular culture, and the story dynamic of literature in library culture. Appendices include a discography, bibliographies, and other resources. (Contains an index.) (AEF)

Education; *Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Drawn from college data submitted in the 1997-1998 actual cost allocation schedules, this report provides preliminary information on district and statewide program costs for the Wisconsin Technical College System. A brief introduction reviews actual unit costs and ratios for headcount enrollments and Full-Time Equivalent (FTE) students, indicating that the total unduplicated headcount for 1997-1998 was 439,068, at a cost of $1,323 per headcount student, and that FTE enrollment was 56,488, at a cost of $10,280 per FTE student. This section also indicates that the total operational cost for the system was $580,750,500. The bulk of the report provides systemwide cost schedules illustrating the following: (1) operational costs and total budget; (2) total expenditures and revenues; (3) staff costs; (4) materials fees and FTE by aid category; (5) costs per FTE by college for college parallel programs, association degree programs, vocational programs, vocational/adult programs, and community services; (6) FTE students and costs by college for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education divisions; (7) FTE enrollment and operational cost percentages; (8) cost ratios per FTE student, and (9) FTE student enrollment percentages. (AS)

ED 425 770 JC 990 016

Jones, Rosemary
Enrollment Trends and Student Characteristics--Fall Semester 1998.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; School Statistics; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Cuyahoga Community College OH

To assess some of the major attributes and activities of the 19,176 students it served in the fall of 1998, Cuyahoga Community College (CCC) in Ohio conducted this study of enrollment trends and student characteristics. Major results included: (1) the fall headcount was CCC's lowest since 1973 and a 28% decline from fall 1993; (2) losses were not spread uniformly among student demographic groups (for example, losses were greater among full-time students (-12.9%) than part-time students (-7.1%); losses were lower among continuing students (-8.4%) than they were among returning students (-22.2%)(; (3) nearly 2/3 of the new high school graduates are interested in taking courses for transfer purposes, while new students who are older or transferring from another college are pursuing a wide variety of educational goals; (4) the student body is two-thirds female, one-third male; (5) average student age is 29.6, with 55% of students over 24; (6) 87% of CCC's students are from Cuyahoga County; (7) two-thirds of the students are white, one-third are other races and ethnicity; (8) part-time students composed two-thirds of the enrollment; (9) 36% of CCC's students have achieved sophomore rank; (10) almost half of the students attend only daytime classes, while 26% attend in the evenings; and (11) 37% are enrolled in transfer programs, 23% in health care, and 20% in business, with the remaining 20% in

Personnel; State Aid; *Student Characteristics; Tables (Data); *Technical Institutes; Tuition; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

This report provides longitudinal data on enrollments, finances, programs, and staff for the 16 campuses of the Wisconsin Technical College System, covering systemwide the period from 1989 to 1998. The following tables are provided: (1) headcount enrollment by aid categories of college parallel, postsecondary (i.e., associate degrees and vocational certificates), continuing education, and community services, 1989-98, and by college, 1997-98; (2) Full Time Equivalent (FTE) student enrollment by aid category, 1989-98, and by college 1997-98; (3) enrollments by gender and ethnicity, 1989-97, and by college 1997-98; (4) special needs enrollments, 1989-98, and by college 1997-98. (5) graduates by aid category, 1989-98, and by college 1997-98; (6) graduate employment status, 1988-97, and by college 1997-98; (7) 1989-98 operational costs by aid category and 1997-98 costs by college; (8) revenues by source, 1989-98, and by college 1997-98; (9) general state aid, 1989-98, and by college 1997-98; (10) mill rates, tax levies, and property values, 1990-99, and by college, 1998-99; (11) 1990-99 program fees and out-of-state tuition; (12) 1993-98 customized instruction and technical assistance contracts and contracts by college, 1997-98; (13) approved programs offered by instructional division, 1989-1998, and by college 1997-98; (14) FTEs and budgets for college parallel programs, 1989-98, and by college, 1997-98; (15) headcounts, FTEs, and costs for basic skills courses, 1989-98; and by college, 1997-98; and (16) staff equivalents, 1990-1998, and by college 1997-1998. Addresses of district offices and campuses and a list of data sources are included. (AS)

ED 425 790 JC 990 042

Tichenor, Stuart
Technical Writing I: ENGL 1033.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Course Descriptions; Educational Objectives; Grammar; Higher Education; Instructional Materials; Sentence Structure; Student Needs; *Writing Instruction; *Writing Skills
IDENTIFIERS- Oklahoma State University Okmulgee

This document is a study guide for the Technical Writing I course at Oklahoma State University-Okmulgee. It focuses on the writing process and offers strategies for improving writing. The guide also covers writing for specific audiences and purposes. Sections include: (1) the course syllabus; (2) grading criteria; (3) basic computer skills; (4) technical writing basics; (5) using visual aids; (6) organizing writing; (7) revising sentences; (8) editing; and (9) writing assignments. Upon completion of this course, students should be able to determine how audience and purpose affect writing; focus on a topic and use pre-writing strategies; and write sentences and paragraphs, avoiding such sentence errors as fragments, run-on sentences, and comma splices. Students also should be able to revise and edit writing for errors in grammar and mechanics, construct well organized paragraphs containing sufficient transitions, and organize paragraphs into a coherent

Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Ethnic Discrimination; Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- Child Safety; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization; *Yugoslavia

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the Federal Republic of Yugoslavia. The report's introduction points out that although OMCT welcomes Yugoslavia's efforts in keeping with the Convention, issues of concern remain, particularly the scarcity of information concerning the multiethnic nature of the Republic, and the inclusion of Serbia and Montenegro but not Kosovo and Voivodina. The report then presents observations and recommendations in the following areas: (1) non-discrimination; (2) protection against ill-treatment; and (3) children in conflict with the law. The report's conclusion includes an assertion that OMCT feels grave concern for the situation of children in Yugoslavia in general and particularly for those belonging to a minority coming under a policy of discrimination. The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child: Federal Republic of Yugoslavia (Serbia and Montenegro) in the following areas: factors and difficulties impeding the implementation of the convention, principal subjects of concern, and suggestions and recommendations. (EV)

ED 425 809 PS 027 034

Bagozzi, Daniela
Rights of the Child in Guatemala.
PUB DATE- 96
NOTE- 32p.; Report presented to the Committee on the Rights of the Child (12th Session, Geneva Switzerland, May 20-June 7, 1996). For other reports in the Rights of the Child series, see PS 027 031-038. Support provided by the Hans Wilsdorf Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Homeless People; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- Child Safety; *Guatemala; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the Convention on the Rights of the Child by the Republic of Guatemala. The report's introductory summary asserts that although Guatemala has begun to undertake institutional and legislative efforts to fulfill its obligations under the Convention, reality still presents a grim picture for Guatemalan children. The report then presents observations and recommendations in the following

ED 425 828 PS 027 131

Asay, Marilyn; Behrens, Donna; Guernsey, Bruce P.; Koppelman, Jane; Lear, Julia Graham; Malone, Claire; Noyes, Lynn; Nystrom, Robert J.; Reilly-Chammat, Rosemary; Rosenberg, Steve; Schaedel, Garry; Simpson, Sara; Sterne, Sylvia

Nine State Strategies To Support School-Based Health Centers: A Making the Grade Monograph.

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.

PUB DATE- 98

NOTE- 52p.; Paper presented at the Annual Conference of the National Association on School-Based Health Care (Los Angeles, CA, June 25, 1998).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Change Strategies; *Child Health; *Children; *Comprehensive School Health Education; Elementary Secondary Education; Research Needs; *School Health Services; State Action; State Programs

IDENTIFIERS- *School Based Health Clinics

In 1993, nine states were awarded Making the Grade grants to develop financial and other strategies to foster replication of school-based health centers (SBHCs). This report details the financial strategies used by Vermont, Rhode Island, Oregon, North Carolina, New York, Maryland, Louisiana, Connecticut, and Colorado, as reported in a meeting of grant recipients in 1998. Following an executive summary, the report describes the strategies taken by each state. The report notes that with the exception of Louisiana, these states directed their attention to linking SBHCs to Medicaid managed care arrangements, reflecting the belief that SBHCs had to align themselves with mainstream health care. In addition, the report indicates that the key to a successful state strategy is in clarifying the public purpose of SBHCs, and that the basic models for SBHCs (medical home, public health, and an add-on model) reflect the centers' purposes. The report concludes by noting that the experiences of the nine states demonstrate a variety of efforts to secure access to existing public and private funding streams as well as generate state fiscal support for SBHCs. The onus is on the centers to prove their worth, a task requiring documentation of the number of children served, their insurance status, and services provided. This information is needed to lobby for inclusion in health plan networks, and for state or local revenues to cover the services often excluded from insurance coverage. (Three appendices contain the policy questions addressed by the states, list the meeting participants, and include the meeting agenda.) (KB)

ED 425 829 PS 027 132

Segal, Marilyn

Your Child at Play: Birth to One Year. Discovering the Senses and Learning about the World. Second Edition.

PUB DATE- 98

NOTE- 352p.; For other volumes in the series, see PS 027 133-135. Foreword by Wendy Masi.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Psychosexual Development in Infants and Young Children: Implications for Caregivers.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Toronto, Ontario, Canada, November 19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; Child Behavior; *Child Development; Developmental Psychology; Developmental Stages; Physical Characteristics; Play; *Preschool Children; Preschool Education; Preschool Teachers; *Sex Differences; Sex Stereotypes; *Sexual Identity; *Sexuality; Social Development
IDENTIFIERS- *Psychosexual Development

Psychosexual development in young children is a topic that early childhood educators often ignore in the belief that children are not sexual beings. This paper discusses psychosexual development in young children, noting that preschoolers are often puzzled by sexual anatomical differences, that children need names for sexual body parts, and that occasional masturbation is normal. Other topics discussed in the paper include the Oedipal period in children, play choices of boys and girls, early cognitive stages in understanding about sex and gender, and the appearance of sex differences in play styles and preferences. Biological and cognitive development explanations for children's preferences for single-sex play groups are also given. Other sections of the paper discuss sex stereotyping in toy preferences, peer influences on sex stereotyping during early elementary grades, adults who over-emphasize sex differences, and television's role in emphasizing female-male differences. The paper concludes with tips for caregivers to promote healthy psychosexual development, including the following: (1) name body parts for young children; (2) talk about TV sexuality discrimination; (3) help boys and girls to become both competent/agentic and nurturant in their social interactions; (4) use bibliotherapy; (5) work on your own attitudes, fears, and shame about sexuality; (6) use creativity in planning and organizing activities that will minimize strong sex differentiation in play patterns; (7) provide a library of materials for parents so that they can learn more about psychosexual development; and (8) acknowledge the interest each child has in being a little boy or a little girl whose special gifts and unique self that can be respected in the classroom. (Contains 44 references.) (LPP)

ED 425 849 PS 027 219

Nelson, Carl, Ed.; Wilson, Nancy, Ed.
Kids Count and Families Count in Delaware: Fact Book, 1998.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 145p.; For 1997 Fact Book, see ED 415 955; for 1996 Fact Book, see ED 406 003.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; *Children; Community Support;

importance of high-quality child care. States and local communities have also begun exploring the use of computer technology to deliver child care related information to families. There are, however, a number of challenges to providing effective child care consumer education on the Internet. In designing online strategies, consumer educators need to provide information that is: (1) responsive to the needs of families looking for high-quality child care and presented from the consumer's point of view, with literacy and language needs met; (2) easy-to-find, continually updated, and well-publicized to the target audiences; and (3) one of many child care consumer education strategies used in a community. The Internet provides the opportunity for families to access an enormous amount of information; however, it also has obstacles around which a family may have to maneuver in order to be successful in accessing needed information. As more information is made available through the Internet, we will need to continue to study, evaluate, and improve consumer education initiatives to best meet the child care needs of all children and their families--both online and off. (LPP)

ED 425 867 PS 027 254

Futrell, Kathleen H.
The Normalized Child.
SPONS. AGENCY- Hershey Foundation, PA.
PUB DATE- 98
NOTE- 36p.; Booklet contains many color photos that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Childhood Needs; Educational Environment; Educational Objectives; Educational Theories; Elementary Education; *Individual Development; *Montessori Method; Nontraditional Education; Preschool Education; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; Montessori (Maria); Montessori Schools

This booklet is a printed edition of a talk given to parents of children at The Aquinas Montessori School (Alexandria, Virginia) in 1966, when the school was newly opened. Later, at the request of parents, the booklet was prepared and used for parent education and information by many other Montessori schools and organizations. The booklet describes Maria Montessori's view of the characteristics of the "normalized" child, an ideal of child development espoused by Montessori and striven for in Montessori education by providing environments that meet all of a child's developmental needs. The booklet discusses the needs of children in achieving normalization: (1) the need for movement; (2) the need for language development; (3) the need for independence; (4) the need for love and security; (5) the need for discipline; and (6) the need for order. Assuming these needs are met, the normalized child will appear. The booklet goes on to discuss the normalized child's characteristics, including: (1) a love of order; (2) a love of work; (3) love of silence and working alone; (4) mutual aid and cooperation; (5) profound spontaneous concentration; (6) obedience; (7) independence and initiative; (8) spontaneous self-discipline; (9) attachment to reality; (10) sublimation of the possessive instinct; and (11) joy. (EV)

*Equal Education; Minority Groups; *Student Attrition; Student Evaluation
IDENTIFIERS- Systemic Change; *Texas

This theme issue addresses school reform, focusing on accountability, attrition, public-supported private education, equitable education, and schoolwide reform. "School-Student Performance and Accountability" (Jose A. Cardenas) discusses what constitutes good performance in school; the shifting emphasis among the input, output, and process of achievement measures; the present burden of accountability on the student; and the invalid use of the Texas Assessment of Academic Skills (TAAS) test as a criterion for high school graduation. "The State of School Dropouts in Texas Public High Schools" (Roy Johnson) presents data on student attrition for Texas high schools, 1997-98. Tables break down data by race/ethnicity and county. "Reflections: Celebrating Teachable Moments" (Art Cole) describes four frameworks for creating a critical teaching moment: access, content of information, knowing the student, teacher self-awareness. "Using Public Money for Private Schooling: A Bad Idea for Children" (Maria Robledo Montecel) sees the use of public and private voucher monies as increasing educational inequality, and concludes that public funding should focus on improving public schools. "Who's at the Table? Or Is There Room Enough for All?" (Bradley Scott) explores the question of truly creating equitable educational opportunities. Systemic change requires four transformations: organizational, pedagogical, political, and social and attitudinal. "Systemic Reform and Opportunities with the Schoolwide Vision" (Joe Vigil) compares the Comprehensive School Reform Demonstration (CSRD) program and the Schoolwide Program as the means to achieving higher standards and accountability, and describes a "toolkit" for planning, assessing, and revising schoolwide strategies. (SAS)

ED 425 884 RC 021 746

Investing in Our Future: A Southern Perspective.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Education; Change Strategies; Community Development; *Economic Development; Economic Factors; Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Labor Force Development; *Philanthropic Foundations; Poverty; Private Financial Support; Racial Discrimination; Social Problems; Teacher Education
IDENTIFIERS- *United States (South)

This report focuses on the role Southern philanthropy can play in addressing racism, poverty, and inequality by supporting education and workforce improvement. "Framing the Conversation" takes input from George Autry (MDC), William Bynum (Enterprise Corporation of the Delta), Lynn Walker Huntley (Southern Education Foundation), and Martin Lehfeldt (Southeastern Council of Foundations) on the philanthropic agenda to address these issues. A section on philanthropy documents: (1) efforts of the Lyndhurst Foundation to engage more fully in public life by supporting quality public education, decent and affordable housing, and community revitalization efforts in Chattanooga, Tennessee; (2) reflections of duPont Fund Executive Director Sherry Magill on lessons learned in Jacksonville, Florida, with NovaNET educational consultants. Sidebars give student comments and ESTRELLA receiving sites by state. "Online All the Time--Cyber Mentors in Action" describes the online mentors from the University of the Incarnate Word in San Antonio, Texas, who work with migrant students to facilitate their enrollment in college. "Finds from Frank--Resource Update" notes resources on the Migrant Education Technology and Curriculum Clearinghouse Web site and other Web-based resources for students and teachers. "Images Strengthen Writing in ESTRELLA" reports on ESTRELLA's involvement with the Polaroid Education Program, which teaches visual learning strategies to stimulate effective written and spoken communication. "Update: Projects Make Progress" notes InTIME, SERVE, MECHA, OVEC, and SYNERGY project activities and trainings. Contact information is given for all six Migrant Education Technology Projects. (SAS)

ED 425 901 RC 021 777

AgrAbility Project: Promoting Success in Agriculture for People with Disabilities and Their Families.
PUB DATE- 95
NOTE- 9p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Agricultural Personnel; *Assistive Devices (for Disabled); Cooperative Programs; *Disabilities; Farm Labor; Federal Programs; Independent Living; Rehabilitation Programs; Rural Areas; *Rural Farm Residents; *Vocational Rehabilitation
IDENTIFIERS- *AgrAbility Project

The AgrAbility Project offers education and assistance to farmers, ranchers, and other agricultural workers with physical and mental disabilities. The project also eliminates barriers and creates a favorable climate among rural service providers for people with disabilities. Disabilities and conditions covered are listed. Examples of the project's benefits include new or modified equipment for a Kentucky paraplegic farmer and a Minnesota farmer with nerve damage, and a sign language interpreter to help a hearing impaired farmer and his family in Wisconsin. Services provided by AgrAbility include assessing work sites and suggesting modifications, suggesting equipment adaptation and task restructuring, mobilizing and coordinating community resources and services, facilitating rural independent living, coordinating peer counseling and support groups, and stressing agricultural safety and prevention of secondary injury. Partnerships and networking involve extension services and private, nonprofit disability service organizations, as well as community groups and volunteers. The national program is carried out jointly by Purdue University's Breaking New Ground Resource Center and the National Easter Seal Society, while the Cooperative Extension Service is responsible for overall project administration. Projects in 22 states are listed. (Includes photographs.) (SAS)

ED 425 902 RC 021 778

McCreight, Carolyn Kay Callaway
Reflections on One Small School: Viewpoint.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English

most helpful when used with the detailed school and jurisdiction reports that are provided to schools and school jurisdiction offices. Findings indicate that 91.5% of the 811 students who took the test achieved the acceptable standard, and 7.5% of those students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (ASK)

ED 425 924 SE 061 926

Mathematics 30 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For related documents, see SE 061 922-927. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Foreign Countries; High Schools; *Mathematics Achievement; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the June 1998 administration of the Mathematics 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that are provided to schools and school jurisdiction offices. Findings indicate that 88.7% of the 8,432 students who took the test achieved the acceptable standard, and 20.5% of those students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (ASK)

ED 425 925 SE 061 927

Mathematics 33 Diploma Examination Results. Examiners' Report for June 1998.
PUB DATE- 98
NOTE- 9p.; For related documents, see SE 061 922-926. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Foreign Countries; High Schools; Standards; Student Evaluation; *Test Results
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the June 1998 administration of the Mathematics 33 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that are provided to schools and school jurisdiction offices. Findings indicate that 79.7% of the 5,818 students who took the test achieved the acceptable standard, and 10% of those students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Arkansas, 2,047 students in 81 public schools and 174 students in 8 nonpublic schools were assessed at the fourth-grade level and 1,845 students in 77 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Arkansas fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Arkansas was 216 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Arkansas was 262 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Arkansas or the nation. At the fourth grade, White students in Arkansas had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students. At the eighth grade, White students in Arkansas had an average mathematics scale score that was higher than that of Black students. (ASK)

ED 425 943 SE 062 114

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for California. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 219p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards;

informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Kentucky, 2,579 students in 102 public schools and 300 students in 13 nonpublic schools were assessed at the fourth-grade level and 2,461 students in 101 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Kentucky fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Kentucky was 220 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Kentucky was 267 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Kentucky or the nation. At the fourth grade, White students in Kentucky had an average mathematics scale score that was higher than that of Black and Hispanic students. At the eighth grade, White students in Kentucky had an average mathematics scale score that was higher than that of Black students. (ASK)

ED 425 954 SE 062 125

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Louisiana. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 216p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics

(2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Nebraska, 2,678 students in 132 public schools and 433 students in 22 nonpublic schools were assessed at the fourth-grade level and 2,610 students in 116 public schools and 358 students in 20 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Nebraska fourth- and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Nebraska was 228 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Nebraska was 283 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Nebraska or the nation. At the fourth grade, White students in Nebraska had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students. At the eighth grade, White students in Nebraska had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 964 SE 062 135

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Nevada. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 157p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Nevada; State Mathematics Assessments

schools were assessed at the fourth-grade level and 2,143 students in 91 public schools and 164 students in 10 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of South Carolina fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in South Carolina was 213 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in South Carolina was 261 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either South Carolina or the nation. At the fourth and eighth grades, White students in South Carolina had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 975 SE 062 146

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Tennessee. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 210p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Tennessee

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of

Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Department of Defense Dependents Schools (DoDDS), 2,604 students in 93 public schools were assessed at the fourth-grade level and 2,160 students in 57 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of DoDDS fourth- and eighth-grade students, compares their overall performance to students in the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in the DoDDS was 223 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in the DoDDS was 275 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either DoDDS or the nation. At the fourth and eighth grades, White students in DoDDS had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 986 SE 062 157

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Guam. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 212p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-156. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Guam; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art; *Art Education; Educational Policy; Elementary Secondary Education; Fine Arts; Standards
IDENTIFIERS- *Mississippi

This report presents the keynote addresses of the 1996 Mississippi Arts Education Conference, along with the questionnaire and interpretations of the questionnaire by conference participants. Recommendations from the conference participants are also included. Sections of the report include: (1) "Reflections" (Thomas M. Brewer); (2) "Introduction to 'Drumbeat '96,' The Mississippi Conference on Arts Education" (Thomas M. Brewer); (3) "Drumbeats and Cadences, Creativity and Education" (Samuel Hope); (4) "Public Policy and Arts Education" (Tom Burnham); (5) "Drumbeat 96: Reverberating the Essentials of Arts Education Reform" (MacArthur Goodwin); (6) Helping Policy Makers Earn Their Degree in Dance" (Rebecca Hutton Clapp); (7) "Adversaries or Friends? The Importance of Establishing Priorities in Arts Education and Research Findings: Proven Instructional Strategies" (Richard Colwell); (8) "Standards for Arts Education: Knowledge or Knee-Jerk" (Alan Morgan); and (9) "Stirring the Nest for Dreams" (John Paul Batiste). (EH)

ED 426 005   SO 029 096

Kubow, Patricia K.
Citizenship Education for the 21st Century: Insights from Social Studies Teacher Preparation Students in Three Countries.
PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Comparative Education; *Foreign Countries; *Futures (of Society); Higher Education; Preservice Teacher Education; Preservice Teachers; Secondary Education; *Social Studies
IDENTIFIERS- Canada; England; United States

This study elicited the views of students in secondary social studies teacher education programs to compare students' views with the views of policy experts to identify the intersection of agreement or consensus on the changing nature of citizenship. The study also makes recommendations for teacher training curricula and pedagogy to prepare these students better for their citizenship educator roles. A questionnaire and interview data were gathered for this descriptive study. Fifth-year students in secondary social studies teacher preparation programs in Canada, England, and the United States completed a 106-item questionnaire on societal trends impacting life in the next 25 years, citizenship characteristics deemed necessary to people to cope with and manage these trends, and strategies, approaches and innovations recommended for consideration and action by educational policy makers during the next 25 years. Of the 147 research participants, 43 interviews were conducted via Internet, telephone, and in-person. Significant challenges facing society in the future are identified with recommendations presented to address those challenges in teacher education. (Contains 15 references.) (EH)

ED 426 006   SO 029 179

ED 426 026 SO 029 380

Thompson, Christine
Art Image Preschool: Introducing 3-to-5-Year-Old Children to Art and Artists. Packet 5: Children Together. Teacher's Guide.
PUB DATE- 94
NOTE- 64p.; Accompanying five laminated color reproductions (18" x 23") not available from EDRS. For related documents, see SO 029 376-379.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Activities; Art Criticism; *Art Education; Art History; *Artists; Childhood Interests; Children; Instructional Materials; Preschool Education; Teaching Guides; Thematic Approach; Visual Arts
IDENTIFIERS- Portraits

This teacher's guide accompanies a packet of five art reproductions based on children as a theme. The guide offers suggestions for engaging children's attention and curiosity about art and artists, and encourages exploration of the issues these works present through art activities, discussions, learning centers, field trips, and other experiences within and beyond the classroom. The activities emphasize connections between young children's concerns and those which artists in various times and places have explored in their works. Artists presented and art works examined in this guide are: (1) Miyuki Tanobe, "Monday, Washing-Day (Lundi, Jour de Lessive); (2) Napoleon Bourassa, "Les Petits Pecheurs (The Little Fisherman)"; (3) Louise Scott, "Two Blue Balloons, One Grey"; (4) Mary Cassatt, "The Sisters"; and (5) Theophile Hamel, "Flore et Olympe Chauveau." After introductory sections which provide background information regarding the instructional methodology, and suggestions for discussions and activities, the guide includes objectives, concepts, materials, preparation, discussion questions, a focus activity and extension activities, and resources for presenting each of the five art reproductions. The guide concludes with biographical notes on each of the artists represented in this guide, and an annotated list of art reproductions in the Art Image Series. (MM)

ED 426 027 SO 029 385

Woolman, David C.
The Role of Education in Building a Future World Based on Democracy and Development: Regional Perspectives from Africa, Latin America, and South Asia.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (41st, Mexico City, Mexico, March 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; *Comparative Education; *Democracy; Developing Nations; Educational Change; *Foreign Countries; Futures (of Society); Higher Education; *Human Resources; *Modern History; *World History
IDENTIFIERS- Africa; Asia (South); Latin America

the national standards, the changes of instructional materials such as textbooks, and the potential to influence mandatory assessments at the state level. The paper questions the lasting influence of the standards movement, as educational reform tends to make way for the next issue, innovation, or fad. The appendix offers the Q-sort items with the responses for each of the items. Contains 49 references. (EH)

ED 426 047 SO 029 528

Berg, Britt-Marie
The Maternal Nurturance Trap: Discursive Practices of "Social Justice" in Gender Equity Pedagogy in a Swedish Compulsory School.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cultural Context; Discourse Analysis; *Educational Practices; Elementary Education; Foreign Countries; *Rhetoric; School Policy; *Sex Fairness
IDENTIFIERS- Discourse Communities; Feminist Pedagogy; *Gender Issues; Rhetorical Stance; Social Justice; *Sweden

In this paper the archeology of social justice is described as discourses of practices concerning Swedish ways of dealing with gender equality in compulsory school. The paper begins with some recent developments in Sweden that are important for the theme; it continues with the rhetoric in some relevant acts, government bills, and national curricula, concluding with concrete examples from classroom practices where teachers are working with gender equality pedagogy. Empirically, it provides the story of an attempt to change the pedagogical practice of nine compulsory school teachers and their pupils in a school in the northern part of Sweden. The paper takes on Foucauldian concerns of how normalizing and regulative aspects of dominant discourses operate to subvert spearheading equity pedagogy. It especially focuses on the archeological form of "the maternal nurturance trap" in classroom "gender equity" practices. The paper aims to illuminate not only the expected difficulties but also the potential possibilities in trying to change gendered classroom practices by analyzing girls, boys, female teachers, male teachers, and the female researcher as constituted by the discourse not discursively determined by it. (Contains 12 notes and 36 references.) (Author/BT)

ED 426 048 SP 037 884

Loucks-Horsley, Susan; Hewson, Peter W.; Love, Nancy; Stiles, Katherine E.
Designing Professional Development for Teachers of Science and Mathematics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

eighth graders from 21 classes in 5 Los Angeles County (California) schools. Some students took the hands-on test before the written test, and some students took the written test before the hands-on test. Observed and disattenuated correlations were examined. Multivariate generalizability analysis was used to obtain disattenuated correlations. The results indicate that hands-on and written analogue tests are not interchangeable, but multiple-choice choice and written justification items linked to hands-on and written analogues could be considered interchangeable if correlations between 0.76 and 0.96 are an acceptable criterion for interchangeability. In addition, a number of interesting order effects were found. (Contains 1 figure, 12 tables, and 18 references.) (Author/SLD)

ED 426 067 TM 029 289

Young, Michael James; Yoon, Bokhee
Estimating the Consistency and Accuracy of Classifications in a Standards-Referenced Assessment. CSE Technical Report 475.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 22p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1997). In collaboration with University of Colorado at Boulder, Stanford University, the RAND Corporation, University of California, Santa Barbara, University of Southern California, Educational Testing Service, and University of Pittsburgh. For other reports in this series, see TM 029 287 and TM 029 290-293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Classification; *Criterion Referenced Tests; Elementary School Students; Elementary Secondary Education; High School Students; Probability; *Reliability; Test Results; True Scores
IDENTIFIERS- *Accuracy; *Consistency (Behavior); Large Scale Assessment

An important feature of recent large-scale performance assessments has been the reporting of pupil and school performance in terms of performance or proficiency categories. When an assessment uses such ordered categories as the primary means of reporting results, the natural way of reporting on the quality of the assessment is through the probabilities of consistent and correct classification of students. This paper applies a method introduced by S. Livingston and C. Lewis (1995) for calculating those probabilities. The use of this procedure to extend F. Lord's strong true score theory to tests containing other than multiple-choice items has created an important tool for test developers. The data used in the paper are from the New Standards Reference Examinations in Mathematics and English-Language Arts that were administered to students in Grades 4, 8, and 10 in spring 1996. The results of these analyses show that for total score composites, the range of students accurately classified as having "met the standard" is from 85% to 98%, and the range of students consistently classified as having "met the standard" is from 77% to 96% across grades and content areas. (Contains 4 tables and 13 references.) (Author)

ED 426 068 TM 029 290

four tables, five figures, and eight references.) (Author/SLD)

ED 426 087 TM 029 315

Finegan, Jane E.
Measuring Emotional Intelligence: Where We Are Today.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Processes; Emotional Development; Emotional Problems; Intelligence; *Measurement Techniques; Research Reports; *Research Utilization
IDENTIFIERS- *Emotional Intelligence; Self Monitoring

Emotional intelligence has been defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (P. Salovey and J. Mayer, 1990). As a subset of social intelligence and of personal intelligences (H. Gardner, 1983), emotional intelligence involves a mental aptitude that assists in the cognitive processing of affect (J. Mayer and P. Salovey, 1993). Three studies are used to illustrate the concept of emotional intelligence and how it has been measured so far. These are: (1) a study of the ability to recognize the emotional content of visual stimuli conducted by J. Mayer, M. DiPaolo, and P. Salovey (1990) with 139 undergraduates; (2) a study of a measure of individual differences in the ability to attend to, clarify, and manage emotions by P. Salovey and others (1995) involving 86 subjects; and (3) a study of the accurate identification of emotion by J. Mayer and G. Geher (1996) with 40 participants. Implications for the impact of emotional intelligence on achievement, emotional well-being, and culture are discussed. (Contains 41 references.) (SLD)

ED 426 088 TM 029 316

Tanguma, Jesus
Analyzing Repeated Measures Designs Using Univariate and Multivariate Methods: A Primer.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Multivariate Analysis; Performance Factors; *Research Design; Research Methodology; Tables (Data)
IDENTIFIERS- Homogeneity of Variance; *Repeated Measures Design; Sphericity Tests; Type I Errors; Type II Errors; *Univariate Analysis

Similarities and differences in the univariate and multivariate analysis of repeated measures designs are discussed, using a hypothetical data set studying the effects of practice on the algebra performance of four students to illustrate both methods. When data are analyzed through the univariate approach

Research/Technical (143)
DESCRIPTORS- Achievement Gains; *College Entrance Examinations; *Disabilities; *High School Students; High Schools; *Scores; Special Needs Students; Tables (Data); Test Results; *Timed Tests
IDENTIFIERS- *ACT Assessment; Composite Scores; *Special Test Administration; Testing Accommodations (Disabilities)

The scores of students with disabilities who took the ACT Assessment at least twice, and at least once under extended-time guidelines, were studied. The investigation identified three groups of students. The first group was composed of 3,410 students who tested at least twice under extended-time guidelines. The second group of 3,439 students initially tested under standard-time limits and then retested under extended-time limits. The third group of 439 students initially tested under extended-time guidelines and retested under standard-time limits. Of the three groups of students, the second group had the largest average ACT Composite score gain of 3.2 scale score points. The third group of students had an average ACT Composite score decline of 0.6 scale score points. The first group had an average ACT Composite score gain of 0.9 scale score points, which is similar to that of students who tested twice under standard-time limits. Three appendixes contain the ACT Assessment extended-time guidelines, the request form for ACT special testing, and diagnosis, timing guidelines, and the test package legend for four of the study's tables. (Contains seven tables and four references.) (Author/SLD)

ED 426 109 TM 029 343

Prediger, Dale J.
Basic Structure of Work-Relevant Abilities.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Ability; Career Choice; Educational Practices; Factor Analysis; *High School Seniors; High Schools; Intelligence; *Self Evaluation (Individuals); *Student Interests; Tables (Data)
IDENTIFIERS- *Hollands Theory of Occupational Choice

This study sought to determine whether the dimensions underlying a comprehensive set of 15 work-relevant abilities were similar to the Data/Ideas and Things/People Work Task Dimensions (D. J. Prediger, 1996) underlying J. L. Holland's (1997) hexagonal model of interest and occupational types. The work task dimensions and a general ability dimension served as factor targets in principal components analyses of ability self-estimates obtained from nationally representative and cross-sectional samples of 4,387 and 618 12th graders. The composition of the factors that were extracted corresponded to expectations based on the work task dimensions and Holland's hexagon. Implications for practice are noted. Study results also suggest the need for a new look at the structure of human intelligence. (Contains 6 tables, 2 figures, and 47 references.) (Author)

ED 426 110 TM 029 344

Washington, Wanda; Zyskowski, Gloria
School-to-Career Program. FEEDBACK, Publication No. 97.05.
PUB DATE- 98

proposed Healthy Families program, and increased tax funding for mental health services. (Contains 2 tables and 14 references.) (SLD)

ED 426 126 UD 032 555

Hochstein, Miles; Halfon, Neal
Brain Development: Nearly Half of California Parents Unaware of Important First Three Years. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 10p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Children; Cognitive Development; *Day Care; *Parent Education; Parents; Policy Formation; Preschool Education; Program Development; *Public Opinion; Public Policy; State Programs; Surveys; Tables (Data)
IDENTIFIERS- *Brain Development; *California

This report, seventh of eight in a series, discusses the views of California parents about the significance of a child's early years, their preparation for parenting, and how well their communities meet their child care needs. The California Center for Health Improvement's (CCHI) Children and Youth Survey asked California parents several questions about child development. When parents were asked when the greatest amount of brain development occurs in children, nearly half did not correctly identify the years from birth to age 3. Fifty-seven percent of fathers were unaware of the importance of the first 3 years, while 37% of mothers were unaware. The first years influence all subsequent development, but the path from birth to school entry is a path Californians are supposed to negotiate largely on their own. The CCHI survey asked parents how prepared they were to raise their first child. A third said they were not well prepared, or not at all prepared, for parenting; another third said they were only somewhat prepared. Some programs are being developed to address these issues, and other initiatives show that policy makers are considering issues of child care. Child care services, school-linked early intervention, and developmental services are all part of a broad public infrastructure of child development in California, but these components do not yet function as a well-integrated system. Steps toward integrated service delivery, including expansion of the Healthy Start program, are being made. To maximize the development potential of young children, families need basic support between a child's birth and entry into school. Policy recommendations are made in the five areas of: (1) parent education; (2) family resource centers; (3) parenting support; (4) quality child care; and (5) a statewide child development program. (Contains 6 tables and 17 references.) (SLD)

ED 426 127 UD 032 556

Barthauer, Linda; Halfon, Neal
Supporting Children and Families: Communities, Schools, Employers Play Key Roles. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 6p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

second section documents the amount the federal, state, and local governments spend on children's programs and described the variation in spending across the states. The third section analyzes the spending from state and local governments, and the fourth section determines whether the variation in spending is related to a state's ability to raise revenue. The fifth section reviews the broad distribution of state expenditures among six categories of children's programs, and the sixth section examines spending in these categories in more depth. The final section summarizes the study's findings. Because of the study's focus on low-income children, most of the discussion is devoted to programs other than education, since education programs benefit all children. The sixth section does, however, contain an analysis of amounts spent on child care and early childhood development. An appendix contains supplemental information, including a discussion of data sources. (Contains 14 figures and 21 tables.) (SLD)

ED 426 146 UD 032 701

Zaslow, Martha; Tout, Kathryn; Botsko, Christopher; Moore, Kristin
Welfare Reform and Children: Potential Implications. New Federalism: Issues and Options for States. Series A, No. A-23.
PUB DATE- 98
NOTE- 8p.; Part of the Urban Institute's "Assessing the New Federalism" project, a multiyear effort to monitor and assess the devolution of social programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; Children; *Disadvantaged Youth; Family Characteristics; Federal Legislation; Job Training; *Low Income Groups; Poverty; Program Evaluation; *Social Change; *Welfare Recipients
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Welfare Reform

Findings from recent evaluations of welfare-to-work programs and child development research suggest that welfare reform can affect children in multiple ways. These studies focused on three welfare-to-work programs that differ from those that will be implemented under the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA). The earlier programs have emphasized providing recipients with education and job skills to enhance employability, while the new programs will require recipients to make the transition to employment. For this reason, interest in the evaluations centers on broad implications that are applicable in the new policy context. The report concludes that welfare-to-work programs can change multiple aspects of life that are important to children, and that these program impacts can have positive and negative effects. Findings further indicate that program impacts on children vary by family characteristics. It is also important to note that the findings of relevance to children from evaluations of current programs differ across the set of available evaluations. The evidence suggests that children in families whose mothers are less likely to find stable employment, more likely to be sanctioned or encounter time limits for this failure, or who will be ineligible to receive benefits under the new legislation, could face negative outcomes due to decreased economic resources and higher maternal stress. (Contains 26 notes.) (SLD)

ED 426 147 UD 032 702

presentations. The methods used are not visually distracting to the students during class, do not require Web server support or an Internet connection (i.e., they can be used with only local hard drive access), and can be used independently of the student-side Web page access so that students who may or may not have browsers that support the features used on the teacher side can still access the content of those pages. (Author/AEF)

ED 425 732 IR 019 220

Stewart, R. Wayne
Accessing ITP: Accommodating the Disabled.
PUB DATE- 98
NOTE- 6p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Assistive Devices (for Disabled); College Faculty; College Students; Computer Uses in Education; *Disabilities; Educational Objectives; Educational Technology; *Equal Education; Higher Education; *Information Technology; Internet; Microcomputers; Program Development; *Special Needs Students; Teacher Role; Telecommunications; User Needs (Information)
IDENTIFIERS- Access to Computers; *Access to Technology; *Adapted Computer Technology (for Disabled); Clayton State College GA; Notebook Computers

The Information Technology Project (ITP) at Clayton College & State University (CCSU) (Georgia) focuses on information technology as a central part of teaching and learning, primarily through Universal Personal Information Technology Access (UPITA). UPITA equips each student and faculty member with a powerful multimedia notebook computer with remote communications capability, including "anywhere" dial-in access to the CCSU and Floyd College (Georgia) campuses, GALILEO--the state's digital library, the Internet, the World Wide Web, and e-mail. The introduction to this paper provides an overview of the ITP, including CCSU's goals, the faculty's role, using the computers in the classroom and in the learning center, training students in the use of their notebook computers and software, and similar efforts at other institutions. The challenges of providing equal access to disabled students are addressed, specifically the challenges of accommodating low vision/blind students and the physically impaired. Opportunities related to input modifications, output modifications, and supplemental accommodations are considered. It is concluded that students with practically any type of disability that limits their ability to access data vital to ITP and to their learning at CCSU are now accommodated. (AEF)

ED 425 733 IR 019 221

Stockton, M. J.; Evans, Frances S.
The OTHER Dimension of Computer Competence for Teachers.
PUB DATE- 98
NOTE- 9p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 425 751 IR 057 251

Benchmarking Tool Kit.
PUB DATE- 98
NOTE- 83p.; Prepared by the CHLA/ABSC Benchmarking Task Force, July 1998.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Benchmarking; Comparative Analysis; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Health; Library Collection Development; Library Personnel; *Library Services; Objectives; Pilot Projects; Quality Control; Questionnaires; Special Libraries; Standards
IDENTIFIERS- Canada; Value Added

Nine Canadian health libraries participated in a pilot test of the Benchmarking Tool Kit between January and April, 1998. Although the Tool Kit was designed specifically for health libraries, the content and approach are useful to other types of libraries as well. Used to its full potential, benchmarking can provide a common measuring stick to evaluate performance, identify differences and lay the foundation for a more detailed exploration of differences in work processes in various settings. The purpose of the pilot test phase of the project was four-fold: to explore the feasibility of developing a common benchmarking instrument that could be used by health libraries; to identify specific performance indicators for health libraries; to pilot test the instrument in different types of health libraries; and to prepare a manual on how to use the benchmarking instrument. The goal of the Task Force was to prepare a flexible Tool Kit whose measures have the following characteristics: are client-focused; are service-based; demonstrate the value added by the library and the library staff, reflect the new, expanded role of the library in the information age, are comparable across different settings, are easily and accurately counted; and are open to change as required. The Tool Kit was designed to be as easy to use as possible, and consists of: information provided by library clients in the form of a questionnaire (Step 1); information provided by the librarian about collections and services (Steps 2 and 3); calculation of the performance indicators (Steps 4 and 5); and suggestions for working with results and benchmarking partners (Steps 6 and 7). Appendices contain detailed library services questionnaire data and detailed profile data from the pilot project. (AEF)

ED 425 752 IR 057 252

Spence, Alex
Gay Books in the Public Library: Responsibility Fulfilled or Access Denied? How 19 Large Urban American and Canadian Library Systems Compare in Service to Their Communities.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Fiction; Foreign Countries;

other courses of study or undecided. Appended are tables illustrating enrollment comparisons between fall 1997 and 1998, full-time equivalent totals by program, postsecondary enrollment options, and data detail. (EMH)

ED 425 771 JC 990 017

Cuseo, Joseph B.
The Transfer Transition: A Summary of Key Issues, Target Areas and Tactics for Reform.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; College Faculty; *College Transfer Students; Community Colleges; Educational Policy; Higher Education; *Student College Relationship; *Transfer Policy; Transfer Programs; Transitional Programs; Universities

This report discusses the increasing prevalence of transfer students and explores problems relating to educational access for minorities, artificial barriers to transfer (curricular, financial, and procedural), and college adjustment. Recommendations are made to both two-year and four-year institutions in the areas of: (1) curriculum, suggesting collaboration between two-year and four-year institutions to develop articulation agreements that enhance transferability of individual courses; (2) academic advisement, proposing the designation of specialized "transfer counselors" and the establishment of transfer resource centers; (3) transfer-student orientation and support programs, focusing on the need for summer transition programs, pre-semester orientations, and peer mentoring programs; (4) faculty involvement, proposing that two-year and four-year college faculty collaborate and that transfer students be assigned faculty mentors; and (5) institutional research and assessment, calling for more effective transfer student tracking, course placement, and student appraisal. The paper concludes with a discussion of how following these recommendations and enhancing the transfer experience can benefit postsecondary institutions. (Contains 49 references.) (EMH)

ED 425 772 JC 990 018

Doyle, Terry; Hooper, Judith
Structured Learning Assistance Project. Final Report, Fall Semester 1996, Winter Semester 1997.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; College Students; Comparative Analysis; *High Risk Students; Higher Education; *Minority Groups; Outreach Programs; Program Effectiveness; Program Evaluation; Tables (Data)

Initiated in 1994, Structured Learning Assistance (SLA) is a research project whose purpose is to determine if, for certain courses, grades can be improved by requiring students to attend weekly practice workshops. These SLA workshops assist students in developing the background needed to connect to the course content and to develop and apply the learning strategies most document using recognized patterns of organization. (AS)

ED 425 791 JC 990 043

Austin, William
A Strategic Planning Workbook.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Role; Community Colleges; *Educational Improvement; *Educational Planning; *Institutional Mission; *School Community Relationship; *Strategic Planning; Two Year Colleges

This workbook outlines the Salem Community College's (New Jersey) Strategic Planning Initiative (SPI), which will enable the college to enter the 21st Century as an active agent in the educational advancement of the Salem community. SPI will allow college faculty, staff, students, and the local community to reflect on the vitality of the college and its current and future relationship with all of its stakeholders. The strategic planning process will establish a set of eight planning teams: (1) academic assessment and program review; (2) community/customized education; (3) enrollment management and recruitment; (4) facilities; (5) financial planning; (6) information technology; (7) institutional advancement; and (8) student retention. Included in the workbook are four sections: (1) overview of the strategic planning process; (2) vision, mission evaluation and development; (3) meeting guidelines for strategic planning, which include information gathering and exploring, identifying and assessing alternative actions, creating criteria for choosing alternatives for action, and proposal development and planning; and (4) strategic plan format (template). Appendices A through D provide general expectations and principles that guide the planning process, a glossary of SCC strategic planning, tips on writing proposals and plans, and a sample meeting evaluation form. (AS)

ED 425 792 PS 024 841

Woodworth, Renee S., Comp.; Fron, Mary, Comp.
I Like Being Safe and Loved: Words and Pictures on Life with Grandma and Grandpa from Children Being Raised by Their Grandparents.
PUB DATE- 96
NOTE- 69p.; Supported in part by a grant from the Freddie Mac Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Attitudes; Family Environment; *Grandchildren; *Grandparents; *Personal Narratives
IDENTIFIERS- *Grandparent Grandchild Relationship; *Grandparents as Parents

Nearly 1.5 million children are living with and being raised by their grandparents. The AARP Grandparent Information Center met with five groups of children in the spring of 1996 to gather their thoughts and quotations on what it feels like to live with their grandparents. Fifteen drawings were also selected areas: (1) definition of a child; (2) the right not to be subjected to torture; (3) children in conflict with the law; (4) children in situations of emergency; and (5) economic exploitation of children. The report's conclusion asserts that Guatemala's new legislation alone is insufficient in tackling the many problems of Guatemalan children, and that the rights of children in conflict with the law and in extreme poverty or hazardous conditions are continuing areas of concern. Cases of ill-treatment and miscarriage of justice against street children are included. The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Guatemala, in the following areas: positive factors, factors and difficulties impeding the implementation of the Convention, principal subjects of concern, and suggestions and recommendations. (EV)

ED 425 810 PS 027 035

Lacroix, Anne Laurence; Shoenberg, Cheryl; Schonveld, Ben
Rights of the Child in Nigeria.
PUB DATE- 96
NOTE- 43p.; Report presented to the Committee on the Rights of the Child (13th Session, Geneva, Switzerland, September 1996); for other reports in the Rights of the Child series, see PS 027 031-038. Support provided by the Hans Wilsdorf Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Capital Punishment; Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Safety; Sex Discrimination; Victims of Crime; Well Being
IDENTIFIERS- Child Safety; *Nigeria; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the Federation of Nigeria. The report's introduction asserts that the rule by decree of Nigeria's present military regime has serious implications for human rights, and that the most fundamental recommendation of any report seeking to further the interests of the rights of Nigerian children must be a return to democratic civilian rule. The report then presents observations and recommendations in the following areas: (1) the definition of a child; (2) criminal responsibility; (3) the practice of torture; (4) the use of corporal punishment as a punitive measure; (5) physical chastisement of the child in the home; (6) punishment on a gender discriminatory basis; (7) death penalty and life imprisonment; (8) summary execution; (9) arrest and detention; (10) special arbitrary detention measures; (11) detention in prison; (12) children in need of protection outside the familial environment; (13) administration of juvenile justice; and (14) de facto conditions for "Almajiris," a practice which consists of parents entrusting their children to strangers for religious teaching (these strangers then force the children to be beggars.) The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Nigeria, in the following areas; positive factors, factors and difficulties impeding the implementation of the convention, principal subjects of concern, and suggestions and

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Development; *Child Rearing; *Infant Behavior; Infant Care; *Infants; Motor Development; *Parent Child Relationship; Parent Role; Parenting Skills; *Play

Noting that by playing with their child, parents create a bond of intimacy important for the child's healthy development, this book describes developmental events in a baby's first 12 months and suggests play activities and their developmental purpose. Organized in a month-by-month format, the first part of each chapter presents an overview of growth in motor skills and senses. The subsections that follow--Motor Skills; Seeing, Hearing, and Feeling; and Knowing Your Baby--focus on developmental changes that you can expect during the month. The second part of each chapter gives ideas for use during daily routines such as bathing and dressing. Suggestions are also given for solving problems associated with sleeping, eating, and crying. (LPP)

ED 425 830 PS 027 133

Segal, Marilyn
Your Child at Play: One to Two Years. Exploring, Daily Living, Learning, and Making Friends. Second Edition.
PUB DATE- 98
NOTE- 304p.; For other volumes in the series, see PS 027 132-135. Foreword by Wendy Masi.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Development; *Child Rearing; *Parent Child Relationship; Parent Role; Parenting Skills; *Play; *Toddlers

Noting that taking care of a child between 1 and 2 years old is an exciting experience, this book is a guide for parents who are faced with the challenges of living with a toddler. Each section focuses on a different topic or issue and includes suggestions for daily living, such as toilet training, dressing, and controlling temper tantrums. In the Section I, "Exploration," the chapters are: (1) "Hands on Everything"; (2) "Emptying and Filling"; (3) "Gaining Physical Prowess"; and (4) "The Timid or Fussy Explorer." In Section II, "Everyday Living," chapters are: (1) "Everyday Routines"; (2) "Helping Mom and Dad"; and (3) "Going Out in Public." In Section III, "Making Connections," chapters are: (1) "Everyday Feelings"; (2) "Word Power"; and (3) "Making Friends." In Section IV, "Having Fun," chapters are: (1) "Action Games"; (2) "Having Fun with Toys"; and (3) "Pretending." (LPP)

ED 425 831 PS 027 134

Segal, Marilyn
Your Child at Play: Two to Three Years. Growing Up, Language, and the Imagination. Second Edition.
PUB DATE- 98
NOTE- 240p.; For other volumes in the series, see PS 027 132-135. Foreword by Wendy Masi.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Demography; Dropout Rate; Drug Abuse; Early Parenthood; Elementary Secondary Education; *Family (Sociological Unit); Foster Care; Health Insurance; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- *Delaware; *Indicators; Women Infants Children Supplemental Food Program

This Kids Count report is combined with Families Count, and provides information on statewide trends affecting children and families in Delaware. The first statistical profile is based on 10 main indicators of child well-being: (1) births to teens; (2) low birth weight babies; (3) infant mortality; (4) child deaths; (5) teen deaths; (6) juvenile violent crime arrests; (7) high school dropouts; (8) teens not in school and not working; (9) children in poverty; and (10) children in one-parent households. Additional issues affecting children include: (1) early care and education; (2) children receiving free and reduced price school meals; (3) women and children receiving WIC; (4) asthma; (5) children without health insurance; (6) alcohol, tobacco, and other drugs; (7) child abuse and neglect and (8) foster care. The report indicates improvement or a better than national average in the following areas: infant mortality rate; child death rate; teen deaths by accident, homicide, and suicide; high school dropouts; and teens not in school and not in the labor force. Though the percentage of Delaware children in poverty remains below the national rate, the following are increasing: births to teens; juvenile violent crime arrests; low birth weight babies; and children in one-parent households. The Kid's Count report's appendix presents 67 data tables related to the descriptors. The second profile (Families Count) monitors the conditions of families, children and individuals in the community. The five indicator categories are: (1) healthy children; (2) successful learners; (3) resourceful families; (4) nurturing families, and (5) strong and supportive communities. Comparisons of Delaware trends to national trends in these areas are included. (LBT)

ED 425 850 PS 027 220

Yang, Xiaowei
Educational Benefits in Elementary School through Looping and Friday In-Services. Part 2: Benefits of Looping.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Seminar of the National Association for Year-Round Education (28th, San Diego, CA, February 8-13, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Benefits; Elementary Education; Instructional Design; Instructional Innovation; Language Acquisition; Language Skills; Mathematics Skills; *Nontraditional Education; Reading Skills; Scores; Team Teaching; *Test Results
IDENTIFIERS- *Looping (Teachers); *Multiyear Teaching

Looping, also called multiyear teaching or replacement, is a nontraditional classroom arrangement in which the students have the same teacher for 2 successive years. Looping involves a partnership of at least two teachers who teach two different grade levels, but in alternate years. Research was conducted on the looping program at the Berino Elementary School for the school year 1995-96. The program, adopted for academic as well

ED 425 868 PS 027 256

Pizzo, Peggy Daly
Does Head Start Help Parents? A Critical Review of Longitudinal Studies of Head Start Children and Families.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Family School Relationship; Family (Sociological Unit); Literature Reviews; Longitudinal Studies; Outcomes of Education; *Parents; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Project Head Start

This paper examined 39 longitudinal studies of Head Start children and families, of which 17 reported parent outcomes. Convergent patterns of parent outcomes as well as the research methods used to investigate those outcomes, were analyzed. In-depth analysis of the studies with the strongest research design (for type of study) disclosed that Head Start parents in these studies consistently showed improved abilities to promote their children's educational success. These studies involved more than 2,500 families in different parts of the country, at different points in Head Start's 32 year history. The review strongly suggests that Head Start systematically helps parents achieve positive outcomes and concludes that more research is needed to fully understand the breadth and depth of Head Start's impact on parents. (Two appendices list the individuals asked to suggest studies for review, and the methods used to identify studies. Contains 79 references.) (Author/EV)

ED 425 869 PS 027 257

Galinsky, Ellen; Bond, James T.
The Business Work-Life Study, 1998: A Sourcebook.
SPONS. AGENCY- Commonwealth Fund, New York, NY.; Allstate Insurance Co., Northbrook, IL.; Chase Manhattan Bank, New York, NY.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dual Career Family; Employed Parents; Employee Assistance Programs; Family Life; Family Programs; Family (Sociological Unit); *Family Work Relationship; *Fringe Benefits; Health; Parents; *Work Environment
IDENTIFIERS- Business Community Relationship; Flexible Work Organization

This study surveyed a representative sample of 1,057 companies with 100 or more employees to assess how U.S. companies are responding to the work-life needs of the nation's changing workforce. Specifically, the study sought to identify the extent to which companies provide benefits, programs, and policies and create supportive workplace environments addressing employees' work-life needs, and the characteristics of companies most likely to provide this assistance and support. The findings indicated that companies typically allowed workers to leave work to attend school/child care functions; employees were also allowed to return to work gradually following childbirth/adoption. Only 10 percent of about creating "safe space" for difficult conversations, the role of racist history, engaging the corporate community, access to power, and public education; and (3) lessons learned during the Mary Reynolds Babcock Foundation's efforts to move from project-based grantmaking to comprehensive capacity building. A section on education includes: (1) BellSouth Foundation's evaluation process preceding a 5-year grantmaking program targeting teacher education and educational reform; (2) the Rural Community College Initiative to provide rural access to educational opportunity; and (3) an essay by Dr. Norman Francis on the legacy of historically black colleges and universities. A section on workforce development describes the New Orleans Jobs Initiative; Dr. Robert M. Franklin's views on the role of religious institutions in promoting workforce development; and the Foundation of the Mid South efforts to develop opportunities for progressive change in Arkansas, Louisiana, and Mississippi in the areas of economic development, education, and families and children. (SAS)

ED 425 885 RC 021 747

Beatty, Sharon
Basic Education for Girls in Yemen: Country Case Study and Analysis. Mid-Decade Review of Progress towards Education for All.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Case Studies; *Cultural Influences; Educational Attitudes; Educational Policy; Elementary Secondary Education; *Enrollment; Father Attitudes; Females; Foreign Countries; Rural Areas; *Rural Education; Social Attitudes; Tables (Data); Women Faculty; *Womens Education
IDENTIFIERS- *Yemen

In 1995, the International Consultative Forum on Education for All (EFA) commissioned case studies in developing countries as part of a mid-decade review of progress in expanding access to basic education. This paper examines provision of basic education (grades 1-9) in Yemen, focusing on obstacles to girls' education in rural areas. The report provides an overview of enrollments, 1970s-90s, and presents case studies in two rural governorates: Shabwah in northern, former Yemen Arab Republic and Dhamar in southern, former People's Democratic Republic of Yemen. Enrollment data indicate that urban and rural boys and urban girls reached or are nearing EFA's target of 85 percent enrollment in basic education. However, less than a quarter of rural girls are enrolled, and these are concentrated in grades 1-4. The case studies show that although traditional social and cultural attitudes about segregation of the sexes can limit access to education for rural girls, education policy can worsen or ameliorate the effects of such attitudes. In Shabwah, decisions to provide busing arrangements and dormitories at district schools rather than build new village schools automatically excluded girls from attending. In addition, the crowded and dirty conditions in existing village schools affected parents' attitudes about enrolling girls. Other factors affecting girls' enrollment were father's educational attitudes (related to his own education), presence of female teachers or other female role models, size and cultural diversity of the town, distance to school,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Schools; *Educational Environment; *Educational Needs; Elementary Secondary Education; Financial Problems; Mergers; *Rural Schools; *School Community Relationship; School Districts; Small Schools
IDENTIFIERS- *Small School Districts; Texas

A former superintendent of a small school district in rural Texas describes the conditions and needs of the district and reflects on school consolidation and alternative solutions to the district's problems. In 1994, the district enrolled 650 students. Facilities were 30 years old and in constant need of repair, with leaking roofs and unsafe electrical wiring the most formidable problems. In addition, the facilities were too small for the student population, and teachers had to leave their rooms during planning periods. The shortage of available housing for teachers and low teacher salaries (compared to nearby larger districts) resulted in high teacher turnover and personnel shortages in critical areas. Personnel who remained in the district were overworked and were frequently asked to help with extracurricular activities. Although the community valued its school and parent support for school activities was plentiful, the community resisted raising taxes, even when a higher rate would have qualified the district for a state facilities grant. The paper concludes that schools do not exist merely to provide communities with a social and cultural life. When facilities, teachers, and instructional programs are inadequate, alternative schooling arrangements should be sought. School consolidation is one option, but communities often resist consolidation. Other options include shared superintendent services, bulk purchases of supplies and materials, interdistrict collaboration, and establishment of a countywide school board. (SV)

ED 425 903 RC 021 779

Russell, Helen Ross
Putting Science into Elementary Science Fairs.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Conference of the New York State Outdoor Education Association (Sparrow Beach, NY, October 23-26, 1997) and the Annual Conference of the Pennsylvania Alliance for Environmental Education (Erie, PA, November 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Hands on Science; Naturalistic Observation; *Outdoor Education; *Science Activities; *Science Fairs; Science Process Skills; Science Projects
IDENTIFIERS- *Nature Study; *School Yards

In a world where science has become too confined to books and too reliant on technology, and science fairs have been taken over by parents, this paper offers suggestions to help young people have actual hands-on experience with nature. Topics include soil formation; ants; earthworms; temperature; weather predictions; rain acidity; physical science (sound, light, heat); animal tracks; potato stamps; snow; gardens; compost; invertebrates; squirrels; pigeons; bird feeders; bird houses; bird watching; trees; and herbariums. Suggestions are given for multiple-choice and numerical-response questions, and written-response questions. (ASK)

ED 425 926 SE 061 928

Brinkworth, Peter; Truran, John
A Study of the Influences on Students' Reasons for Studying or Not Studying Mathematics. Research Report.
PUB DATE- 98
NOTE- 94p.; Prepared with the cooperation of the Adelaide Consortium for Mathematics Education, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Selection (Students); *Enrollment Influences; Foreign Countries; Grade 12; High School Students; High Schools; *Mathematics Achievement; *Mathematics Education; *Student Attitudes
IDENTIFIERS- Australia

This study was conducted in response to the perceived problems of growing non-participation rates of students in mathematics courses, particularly at Year 12 and beyond, and the decline in skill levels of students entering tertiary courses in science and mathematics. There are signs that mathematics has been devalued by society and the education system, one effect of which has been the decreased amount of time devoted to mathematics in the secondary curriculum which, combined with other factors, has led to a decreased number of students wishing to continue with mathematics or to pursue careers involving mathematics. A survey was conducted to address what factors are most influential on student choices to study or not to study mathematics in Year 12 and what students' views are about mathematics as a subject of study. The 393 students surveyed came from Year 12 classes in 10 South Australian secondary schools. The major factor influencing students' choice as to whether or not to study mathematics was if they considered that mathematics was needed for further study. For those who did study mathematics at Year 12, their ability to do mathematics was the other major factor while for those who didn't, it was the lack of appeal of the subject rather than their inability to do it. (Contains 56 references.) (ASK)

ED 425 927 SE 061 929

Haven, Kendall F.
Marvels of Math: Fascinating Reads and Awesome Activities.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; *Geometry; *Mathematical Concepts; *Mathematics Activities; *Mathematics History; Mathematics Instruction; *Number Concepts

Any topic, math included, becomes more accessible and understandable when human stories are related about the development of the subject. Stories make subjects real and purposeful. They provide a foundation from which students can understand and appreciate mathematics rather than merely memorize a series of rote exercises. This book presents 16 stories focusing on significant developments in mathematics history. The stories are divided into four groups. Stories

Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *California; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In California, 2,063 students in 99 public schools and 256 students in 11 nonpublic schools were assessed at the fourth-grade level and 2,290 students in 101 public schools and 232 students in 13 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of California fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in California was 209 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in California was 263 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either California or the nation. At the fourth and eighth grades, White students in California had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 944 SE 062 115

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Colorado. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 217p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr,

Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Louisiana; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Louisiana, 2,671 students in 108 public schools and 444 students in 19 nonpublic schools were assessed at the fourth-grade level and 2,599 students in 112 public schools and 426 students in 22 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Louisiana fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Louisiana was 209 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Louisiana was 252 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Louisiana or the nation. At the fourth grade, White students in Louisiana had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students. At the eighth grade, White students in Louisiana had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 955 SE 062 126

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Maine. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED),

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grades 4 and 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Nevada, 2,193 students in 95 public schools and 173 students in 9 nonpublic schools were assessed at the fourth-grade level. This report describes the mathematics proficiency of Nevada fourth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Nevada was 218 compared to 222 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Nevada or the nation. At the fourth grade, White students in Nevada had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 965 SE 062 136

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for New Hampshire. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 60p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Functions (Mathematics); Geometry; *Grade 8; Junior High Schools; *Mathematics Achievement; Measurement;

Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Tennessee, 2,473 students in 98 public schools were assessed at the fourth-grade level and 2,300 students in 98 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Tennessee fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Tennessee was 219 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Tennessee was 263 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Tennessee or the nation. At the fourth and eighth grades, White students in Tennessee had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 976 SE 062 147

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Texas. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 217p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Texas

informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Guam, 1,431 students in 22 public schools and 317 students in 9 nonpublic schools were assessed at the fourth-grade level and 928 students in 6 public schools and 202 students in 8 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Guam fourth- and eighth-grade students, compares their overall performance to students in entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Guam was 188 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Guam was 239 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Guam or the nation. The average mathematics scale score of eight grade males was lower than that of females in Guam; nationwide, however, the performance of males did not differ significantly from that of females. At the fourth grade, White students in Guam had an average mathematics scale score that was higher than that of Hispanic students but was not significantly different from that of Asian/Pacific Islander students. At the eighth grade, Hispanic students in Guam had an average mathematics scale score that was lower than that of Asian/Pacific Islander students. (ASK)

ED 425 987 SO 027 840

Eberly, Don E., Ed.
The Content of America's Character: Recovering Civic Virtue.
PUB DATE- 95
NOTE- 352p.; Foreword by George Gallup, Jr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Adoption (Ideas); Attitude Change; Behavior Change; Beliefs; *Citizenship Education; Citizenship Responsibility; *Civics; Community Responsibility; Consciousness Raising; Democracy; Democratic Values; Elementary Secondary Education; *Ethical Instruction; Ethics; Futures (of

Nieuwmeijer, Louise, Ed.; Olivier, Johan, Ed.
Conflict and Peace Research: South African Realities and Challenges.
PUB DATE- 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- African History; *African Studies; Apartheid; Change; *Conflict; *Conflict Resolution; Decision Making; Foreign Countries; *Peace; Problem Solving; *Social Change; Social Science Research
IDENTIFIERS- *Peace Education; *South Africa

This report resulted from a national workshop held September 5-6, 1995, near Johannesburg, South Africa. The theme of the workshop, "Reflections on Conflict and Peace," was chosen to echo the nature and purpose of the workshop. The major papers presented include: (1) "Conflict and Peace Research Methodology" (Louise Nieuwmeijer); (2) "Research Capacity Building among Practitioners" (Jannie Malan); (3) "Forging a New Bureaucracy: Guidelines for Research on Conflict Resolution" (Fanie Cloete); (4) "African Methods of Resolving Disputes" (Jannie Malan); (5) "Mediation of Family Conflict" (Hugo van der Merwe); (6) "Resolving Conflict in Communities in South Africa" (Gavin Bradshaw); (7) "Violence and Conflict" (Jabulani Mabasu); (8) "A New Approach to National and Regional Security" (Laurie Nathan); (9) "Security and Peace" (Mark Shaw); (10) "The South African Police Service in Transition: Attitudes, Perceptions, and Values of Police Personnel in an Eastern Cape Community" (Rob Midgley; Geoff Wood); (11) "Conflict in Education" (Rejoice Ncgongo); (12) "Conflict and Empowerment of the Youth" (Johan Olivier); (13) "Development and Conflict" (Theledi Sebulela); (14) "Labour Conflict" (Renee du Toit); (15) "Conflict, Co-operation, and Change in South Africa" (Peter Cunningham); and (16) "Conclusion: The Realities and Challenges of Conflict and Peace Research" (Louise Nieuwmeijer; Anita Burger). (EH)

ED 426 007 SO 029 180

Trinkle, Dennis A.; Auchter, Dorothy; Merriman, Scott A.; Larson, Todd E.
The History Highway: A Guide to Internet Resources.
PUB DATE- 97
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Networks; *Computer Uses in Education; Computers; *History Instruction; Information Networks; *Internet; United States History; World History

This book provides a general introduction to the skills and tools necessary to navigate the Internet and offers detailed information about the many historical resources available and how to find them. Chapter 1, "Getting Started," is short primer on using the Internet. Chapter 2, "Internet Sites for Historians," directs readers to thousands of sites that appeal to anyone interested in history. Web sites include general history, ancient history, Medieval and Renaissance history, world history, military history, religious history, history of science and technology, historic preservation, genealogy, state historical societies, maps, electronic texts, resources for teachers, and libraries, archives, and museums. An online

This paper begins with a comparative regional survey of the current status of democracy and development in Africa, Latin America, and South Asia. Each region shares a legacy of colonial domination by European powers. The comparative study uses criteria from the basic needs approach. Critical social thought and future visions about democracy and development in each region are then reviewed as insights for education. Current evidence of the roles that education plays in helping or hindering achievement of these goals are then analyzed. Current ideas and efforts for reconstruction of education to strengthen social democracy and human development are examined. (EH)

ED 426 028 SO 029 388

Kentz, Penny J.; Orman, Lori N.
Improving Parental Involvement in Elementary Art and Physical Education.
PUB DATE- 98
NOTE- 68p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Art Education; Educational Change; Family Involvement; Grade 2; Grade 3; Parent Influence; *Parent Participation; *Parent School Relationship; *Physical Education; Primary Education; *Qualitative Research
IDENTIFIERS- *Illinois

This report describes a method for increasing parental involvement in physical education and art in an elementary school in Illinois. The parents of second- and third-grade students in a well-developed, middle class community in Illinois participated in the study. The lack of parental involvement had been documented through data revealing the low percentage of parents involved in their child's education. Various factors for lack of involvement included parents feeling unimportant, over-extended, uninformed about today's curriculum, transportation difficulties, and lack of child care. Schools were also at fault for making parents feel unwelcome, belittling and neglecting parents, and being oblivious to parents' willingness to participate. Four types of intervention were utilized to increase parental involvement, including: (1) student journals; (2) bimonthly newsletters; (3) parent contact log; and (4) Fine Arts Experiences. Results of the interventions employed during the school year indicated an increase in parental involvement with parents willing to review student journals and attend the Fine Arts Experiences with their child. (EH)

ED 426 029 SO 029 389

Haas, Mary E.; Laughlin, Margaret A.
A Contemporary Profile of Elementary Social Studies Educators: Their Beliefs, Perceptions, and Classroom Practices in the 1990s.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Mathematics Teachers; Program Design; Program Development; *Science Teachers; Secondary School Teachers; *Teacher Improvement
IDENTIFIERS- California; City University of New York City College; Massachusetts

This comprehensive guide discusses how to design staff development in science and math. It is tailored specifically to the needs of individual schools or departments. Vignettes from real schools illustrate concepts within the book. The book provides 15 strategies for professional development and describes each one with its underlying assumptions and implementation requirements. The eight chapters are as follows: (1) Images of Learning and Development (vignettes from the field); (2) A Framework for Designing Professional Development; (3) The Knowledge That Supports Professional Development; (4) Strategies for Professional Learning; (5) Context Factors Influencing Professional Development; (6) Critical Issues in Designing Professional Development; (7) The Design Process in Action; and (8) Voices from the Field (stakeholders' views about planning, implementing, and following up professional development). Five resources chapters contain detailed descriptions of professional development programs or initiatives: "The Workshop Center at City College of New York" (Hubert M. Dyasi); "Teach-Stat: A Model for Professional Development in Data Analysis and Statistics for Teachers of Grades Kindergarten Through 6" (Susan N. Friel); "The California Middle Grades Mathematics Renaissance" (Judy Mumme); "Global Systems Science: A Professional Development Program for High School Teachers" (Cary I. Sneider); and "Professional Development for Elementary School Science Curriculum Implementation: The Case of Cambridge, Massachusetts" (Karen Worth and Melanie Barron). (SM)

ED 426 049 SP 038 251

Akbaba, Sadegul
Teachers and the Roles of the Inspectors in Centralized Turkish Primary Schools.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (51st, Vail, CO, August 12-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Foreign Countries; *Supervisors; *Teacher Attitudes; Teacher Characteristics; Teacher Competencies; *Teacher Supervision
IDENTIFIERS- *Turkey

This study investigated the expectations that Turkish primary school teachers had regarding classroom supervision by primary education supervisors, focusing on differences by teachers' gender, job experience, level of education, and frequency of supervision. A questionnaire was administered to 501 elementary school teachers (155 male, 334 female, 12 missing) from 27 randomly selected schools in five districts of Ankara, Turkey. The questionnaire consisted of two parts. The first part asked the teacher's gender, level of education, job experience, and frequency of supervision. The second part asked 59 questions about the teacher's expectations. Data analysis indicated that there was a significant difference in the expectations of

Seltzer, Michael; Svartberg, Martin
The Use of Piecewise Growth Models in Evaluations of Interventions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 21p.; In collaboration with University of Colorado at Boulder, Stanford University, the RAND Corporation, University of California, Santa Barbara, University of Southern California, Educational Testing Service, and University of Pittsburgh. For other reports in this series, see TM 029 287 and TM 029 289-293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Elementary Secondary Education; Evaluation Methods; *Intervention; *Measurement Techniques
IDENTIFIERS- *Piecewise Growth Models; *Time Series Analysis

In studies of interventions (e.g., remedial reading interventions), interest often centers on student academic progress or on changes in various attitudinal and affective measures, both during and after the intervention period. By enabling us to subdivide a time series into meaningful segments, and summarize important aspects of change in each segment, piecewise growth models provide a means of addressing key questions in intervention studies. In this report, the use of piecewise models is discussed for: (1) examining whether rates of progress for individuals in an intervention study, on average, slow down, remain constant, or speed up during the follow-up period; (2) assessing whether there is substantially more variability among individuals in their rates of change in the intervention period or in the follow-up period; and (3) identifying conditions under which rapid rates of progress are seen during the intervention period and sustained progress during the follow-up period. An appendix contains a coding scheme for the piecewise model. (Contains one figure, five tables, and six references.) (Author/SLD)

ED 426 069 TM 029 291

Young, Michael James
Quantifying the Characteristics of Knowledge Structure Representations: A Lattice-Theoretic Framework.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 33p.; In collaboration with University of Colorado at Boulder, Stanford University, the RAND Corporation, University of California, Santa Barbara, University of Southern California, Educational Testing Service, and University of Pittsburgh. For other reports in this series, see TM 029 287 and TM 0299-293.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; *Cognitive Structures; *Knowledge Representation; Measurement Techniques; Statistics; Tables (Data)
IDENTIFIERS- *Lattice Theory

This report shows how lattice theory can be used to develop quantitative measures of selected characteristics of knowledge structure representations and how these measures can be used to and the homogeneity assumption is violated, three correcting factors are presented. When data are analyzed using the multivariate approach, the homogeneity assumption is not necessary. The paper also presents the effects on Type I and Type II error rates of violating or not violating the assumption of homogeneity of variance. Each approach has its own assumptions to meet, but the sphericity assumption of the univariate approach is almost always violated. Even when the normality assumption of the multivariate approach is violated, such violations are generally regarded as less serious than violations of the sphericity assumption. When the researcher's concern is committing a Type I or Type II error, and several assumptions hold, the multivariate approach is suggested. (Contains 11 tables, 2 figures, and 11 references.) (SLD)

ED 426 089 TM 029 317

Thompson, Bruce; Arnau, Randolph C.
Stability and Internal Consistency Reliability of Personal Preferences Self-Description Questionnaire (PPSDQ) Scores.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Students; Higher Education; Personality Assessment; *Reliability; Scores; *Self Evaluation (Individuals); Tables (Data); Test Items; *Test Use
IDENTIFIERS- Jung (Carl G); *Personal Preferences Self Description Quest; Preference Patterns; Subtests

The Personal Preferences Self-Description Questionnaire (PPSDQ) (B. Thompson) was developed to measure personal preferences with regard to Jungian psychological types. Instruments in this area are among the most popular measures used in education and psychology; the measures are used in matching teaching and learning styles, in individual counseling and family therapy, in team building, and in research in these and other areas. The test-retest reliability, alpha, and divergent validity coefficients for scores on the four PPSDQ subscales were investigated with 143 college students (plus a few who took the test on only one occasion). Results suggest that PPSDQ scores are reasonably reliable and valid. An appendix contains item analysis statistics. (Contains 11 tables and 21 references.) (Author/SLD)

ED 426 090 TM 029 319

Vidal-Brown, Sherry A.; Thompson, Bruce
The Career Assessment Diagnostic Inventory: A Score Reliability and Validity Study.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Career Exploration; Career Guidance;

NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Cooperative Education; *Education Work Relationship; *High School Students; High Schools; Program Evaluation; School Personnel; *Student Attitudes; Surveys; Tables (Data); Teacher Attitudes; Technology Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Austin Independent School District TX

School-to-Career describes a system of integrated school-based and work-based learning that integrates academic and occupational learning in the Austin Independent School District (AISD) (Texas). Between August 1997 and May 1998, 9,662 students were enrolled in career and technology courses in the district. During the 1997-98 school year, the AISD conducted a study of selected School-to-Work programs to gather baseline information to use to monitor program performance in the future when more formal evaluation will be undertaken. The areas chosen for review were the cooperative education program and the career counseling program. AISD personnel were also surveyed about their knowledge of the School-to-Career process. Survey responses were received from 254 AISD employees. Survey results indicate that teachers, administrators, and other professionals have a favorable impression of the career counseling program and its relationship with local businesses. When 796 graduating seniors were surveyed about their experience with the career counseling program, they indicated that they had good understanding of graduation plan options and knew how their interests and abilities related to AISD's career clusters. However, these students indicated that they did not make full use of the services and activities offered through the career counseling program. When asked about the cooperative education program, students responded positively and indicated that they felt adequately prepared to complete the work required by their jobs. (Contains seven tables.) (SLD)

ED 426 111 TM 029 345

Doolittle, Martha; Sharkey, Suzanne
New Directions for a District-Wide Safe and Drug-Free Schools and Communities Program. Title IV Evaluation Report 1997-98. Publication No. 97.06.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Drinking; Drug Abuse; *Drug Education; *Elementary School Students; Elementary Secondary Education; *Federal Aid; Federal Legislation; Program Evaluation; *School Safety; *Secondary School Students; Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX; Drug Free Schools and Communities Act 1986

The Safe and Drug-Free Schools and Communities (SDFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate violence and drug and alcohol use by their students. In 1997-98 the Austin Independent School District (AISD) (Texas) received a total of $1,197,750 through SDFSC grants. In the AISD these funds support a variety of student

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Children; Community Involvement; Elementary Secondary Education; Employee Assistance Programs; Employers; Parent Education; *Parents; Policy Formation; *Public Opinion; Public Policy; *School Role; *Social Support Groups; Surveys
IDENTIFIERS- *California

This report, eighth and last in a series, discusses the important role community groups and leaders, schools, and employers play in providing children and parents support and encouragement. It reports the opinions of California adults, expressed in a survey conducted by the California Center for Health Improvement (CCHI), about a variety of issues related to the health and well-being of children. Survey response show that Californians do turn to others for help in parenting, usually looking to another relative or a spouse. Teachers and extended family were seen as most helpful and involved, but surveyed parents said that local businesses, community groups, coaches, and recreation instructors play a greater role in children's lives than in the past. Schools are an important place for parents to seek guidance and support, but research has suggested that many parents are intimidated in turning to the schools. The CCHI survey asked California parents about three policies employers could adopt to help employees: (1) flex time to allow employees to structure the work day in ways that help their families; (2) employer payment for health coverage for the dependents of employees; and (3) programs to assist employees with legal or financial matters or to provide support in addressing family problems. Surveyed parents supported all these options, with employee assistance programs arousing the least interest of the 3 suggestions, at 55%. A number of California businesses are instituting employee benefits of this sort. Policy recommendations to support families and promote the involvement of caring adults in the lives of children are made for communities, schools, and employers. (Contains three tables and nine references.) (SLD)

ED 426 128 UD 032 562

Garmer, Amy Korzick, Ed.
Investing in Diversity: Advancing Opportunities for Minorities and the Media. Report of the Aspen Institute Forum on Diversity and the Media.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Audiences; Cultural Awareness; *Cultural Differences; Demography; Diversity (Student); Mass Media Use; *Minority Groups; Programming (Broadcast); *Racial Differences; Users (Information)

This compilation addresses the issues surrounding the provision of more and better media content for minority needs. These papers suggest incentives in the emerging media marketplace that will encourage providing content responsive to minority needs and interests, and they explore the steps needed to get to these new practices. The centerpiece, and first chapter, of this collection is the report of the 1997 Aspen Institute Forum on Diversity and the Media (November, 1997), and the remaining papers address aspects of the relationship between minorities and the media. The following are included: (1) "Delivering on

Selected Readings on School Reform. Vol. 2, No. 4.
PUB DATE- 98
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Accountability; Achievement Tests; Bilingual Education; *Charter Schools; *Educational Change; Educational Finance; Elementary Secondary Education; Political Influences; *School Choice; School Restructuring; Special Education; Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Reform Efforts

Selected current readings in the area of school reform are presented. Seven selections in "The Front Lines" focus on current developments in educational change in the political arena. A section on "Charter Schools" contains eight readings on the development and implementation of charter schools. A section titled "School Choice" contains six essays on parental school choice. A section on "Standards, Tests, and Accountability" contains eight articles on achievement tests, test results, and test use. "Teacher Talent" contains six selections on teacher education, certification, and teacher personnel policies. The "Curriculum & Pedagogy" section contains five selections on teaching methods and curriculum content. The final "Grab Bag" section contains five articles on various subjects, including Head Start, special education, bilingual education, and state educational budgets. The source of each selection is identified. (SLD)

ED 426 148 UD 032 703

Accountability for Student Performance: An Annotated Resource Guide for Shaping an Accountability Plan for Your Charter School.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Accountability; *Charter Schools; *Educational Assessment; Educational Objectives; *Educational Planning; Elementary Secondary Education; Resource Materials; *Resources; School Choice; Standards

This report suggests that charter schools need to consider six critical questions as they develop a student accountability plan for their school. These questions are: (1) "What is our school's mission?"; (2) "What do we want our students to know and be able to do?"; (3) "How will we know whether our students are achieving or attaining the goals and standards specified in our charter"?; (4) "How will we gather and monitor the necessary student performance information?"; (5) "How will we set and measure progress toward school performance goals?"; and (6) "How will we use the student and school performance information we have gathered?" For each of these questions, resources are listed. These include printed materials, web sites, and organizations with expertise in charter schools. (SLD)

ED 426 149 UD 032 704

Summers, Pamela F.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; *Curriculum Development; Educational Development; Educational Technology; Faculty Development; Higher Education; *Information Technology; *Internet; Local Area Networks; *Preservice Teacher Education; Teacher Role; Teaching Methods
IDENTIFIERS- Conceptual Frameworks; *Course Development; *Technology Integration; William Jewell College MO

This paper chronicles the long-term development of a conceptual framework for the training of prospective teachers in the area of computer competence. Today, that conceptual framework drives the curriculum of an information technology course required of students in all teacher certification programs at William Jewell College (Missouri). The four basic application types of the conceptual model include word processing, database management, draw and paint applications, and spreadsheet applications. Internet technologies constitute a new dimension that demands a place alongside of these four basic application types. Topics discussed include the definition of computer literacy by the college's QUE (Quality Undergraduate Education) Committee; funding issues; faculty development and the role of the faculty in the campaign to integrate computer literacy into the curriculum; use of the Macintosh graphical user interface; migration from local area networks to the Internet; evolution of the information technology course; and implications of Internet technologies for the course, including instructor modeling of expected behavior, student projects, reflections, and future plans. (AEF)

ED 425 734 IR 019 222

Tellis, Winston
An Instrument for Projection of Resource Requirements in a Client/Server Environment: A Research Report.
PUB DATE- 98
NOTE- 12p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Case Studies; College Faculty; *Computer Uses in Education; Educational Finance; Educational Technology; Higher Education; Information Policy; *Information Technology; *Internet; *Needs Assessment; Questionnaires; Tables (Data); Teacher Surveys; Use Studies; *User Needs (Information)
IDENTIFIERS- *Academic Computing; Administrator Surveys; *Client Server Computing Systems; Computer Users

The goal of this study was to determine the information technology needs at Fairfield University (Connecticut) in a client/server environment. The primary objectives were: to develop an instrument to assess the information technology needs of the user community, with particular emphasis on client/server computing and the Internet as a result of widespread access to the World Wide Web; and to establish a basis for understanding current and future economic issues of information technology acquisition. The methodology used had four stages: design the case study; conduct the case study; analyze the evidence; and develop conclusions, recommendations and implications. Six tables present data from the survey of

*Homosexuality; *Lesbianism; *Library Collections; Library Materials; Library Services; *Library Surveys; Nonfiction; *Public Libraries; Social Bias; Tables (Data)
IDENTIFIERS- Canada; *Homosexual Literature; Titles; United States

The catalogs of 19 large urban public lending library systems (10 American and 9 Canadian) were examined to determine the extent of their holdings of 222 gay-related titles. The populations of the libraries' service areas ranged from about 100,000 to three million. The title lists comprised classic and contemporary works taken from standard lists of fiction and nonfiction and works recently awarded or considered as finalists for major prizes. Data were tabulated by title, giving the number of copies of each title for each library system. The results were then further analyzed. A broad range was exhibited across the library systems in the percentages of surveyed titles held and in numbers of copies of titles per capita. Among titles from the four sources used, there were lower mean percentages of titles held for Lambda Literary Awards list titles and American Library Association Gay, Lesbian, and Bisexual Awards titles than for "Fiction Catalog" and "Public Library Catalog" titles. In general, the Canadian libraries in this survey carried fewer titles and fewer copies per capita than the American ones. The Toronto analysis showed large collection differences among the former library systems now combined into the new Toronto Public Library. (Author/AEF)

ED 425 753 IR 057 253

Davis, Marc; Boyer, Janice
Restructuring Web Site Design: An Alternative to WebTeams.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Computer System Design; *Cooperative Planning; *Design Preferences; *Electronic Publishing; Higher Education; Internet; Models; Publishing Industry; Quality Control; *World Wide Web
IDENTIFIERS- *University of Nebraska; *Web Sites

In July 1997, the University Library at the University of Nebraska at Omaha adopted a new structural model for Web site development--the publishing metaphor. Rather than relying on an individual expert (the Webmaster) or a WebTeam comprised of a few individuals, the model permits everyone in the organization, regardless of position or Web experience, to function as authors and editors in developing Web content. A Web publisher, responsible for site architecture, orchestrates the content development process through a series of informal processes. Once the basic model was developed, Web site parameters and values were established for the site in order to maintain direction and quality. Those values included: accessibility, value-added, responsive, and reflective of the University Library's values and mission. Web publisher role definition began with the values that the Library's administration set forth for the Web site. The first role identified was architectural, the second, organizational. From an administrative perspective, the process has been successful both at encouraging staff participation and in developing content for the site. An excerpt from the University Library "Staff Handbook" which describes the values and administration of the Library Internet site is appended. (Author/AEF) appropriate to the content area. This report details the 3-year findings of the SLA project, as well as findings for all students who participated in it during the 1996-1997 academic year, with a focus on minority students. Results indicated that SLA can significantly improve student pass rates, even for at-risk students. In nearly 85% of the 42 courses offered with SLA support, the SLA students had higher pass rates than those of all other university students taking the same courses. This improvement was especially marked in the mathematics courses, where the average pass rate increased anywhere from 24 to 45 percent. Student evaluations of the SLA project are included. Appended are minority and total student data for fall 1996 and winter 1997, statistics on the project's 3-year averages, and pass rate by subject area. (EMH)

ED 425 773 JC 990 019

Sanchez, Jorge R., Ed.; Laanan, Frankie Santos, Ed.
Determining the Economic Benefits of Attending Community College. New Directions for Community Colleges, Number 104.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Employment; *Graduate Surveys; Institutional Evaluation; Job Skills; Job Training; *Labor Force Development; *Outcomes of Education; Salaries; School Effectiveness; Two Year Colleges

This volume addresses the efforts in several states, including California, Florida, North Carolina, and Washington, to determine the economic gains of community college graduates by measuring their post-college earnings. Articles include: (1) "Economic Benefits of a Community College Education: Issues of Accountability and Performance Measures" (Jorge R. Sanchez, Frankie Santos Laanan); (2) "From Performance Reporting to Performance-Based Funding: Florida's Experiences in Workforce Development Performance Measurement" (Jay J. Pfeiffer); (3) "Translating Data into Useful Information and Knowledge" (Loretta Seppanen); (4) "Collaborative Administrative Record Matching in California" (W. Charles Wiseley); (5) "Measurable Outcomes of Workforce Development and the Economic Impact of Attending a North Carolina Community College" (Larry W. Gracie); (6) "Partnering to Identify and Support High-Wage Programs" (Kae R. Hutchison, Sharon Story Kline, Carol Mandt, Suzanne L. Marks); (7) "Institutional Level Implementation: Translating Research into Current Practice" (Fred Carvell, Martha Graham, William E. Piland); (8) "Descriptive Analysis of Students' Post-College Earnings from California Community Colleges" (Frankie Santos Laanan); (9) "Looking Ahead: A National Measure of Post-Community College Earnings" (Jorge R. Sanchez); (10) "Employment and Earnings Outcomes: New Perspectives" (David W. Stevens); (11) "Sources and Information: Economic Benefits of a Community College Degree" (Elizabeth Foote). (EMH)

ED 425 774 JC 990 023

Carson, Barbara Harrell
Bad News in the Service of Good Teaching: Students Remember Ineffective Professors.
PUB DATE- 96

for inclusion. The children's quotations and pictures are presented in these sections: (1) "What Grandchildren Have to Say about Living with My Grandparents"; (2) "Things That Make Me Happy in the Morning"; (3) "The People Who Love Me"; (4) "Trust and Trusting"; (5) "Feeling Sad and Feeling Better"; (6) "Wishing and Wishing for Things"; (7) "Big Numbers and How Old Is Old?"; (8) "What Grandmas and Grandpas Do Best"; (9) "Giving Grown-Ups (and Adults) Advice"; (10) "Helping Other Children Who Are Going to Live with Their Grandparents"; (11) "Being Special"; (12) "Living Other Places...Not Living with Your Grandparents"; and (13) "Special for Grandma or Grandpa." (EV)

ED 425 793 PS 025 186

WY Kids Count.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 9p.; The large single alphabetic characters on each of the eight panels spell out "KIDS" on one side and "LOVE" on the other side.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Child Abuse; Child Health; Child Rearing; *Children; Day Care; Early Childhood Education; Incidence; Parent Child Relationship; *Poverty; Preschool Education; Social Indicators; State Surveys; *Well Being
IDENTIFIERS- Indicators; *Posters; Wyoming

This WY Kids Count brochure uses the metaphor of children's building blocks to present information on the current well-being of Wyoming children and to advocate enhancing the lives of young children. Each block (i.e., each develop the brochure) presents concerns in a separate area: (1) poverty, highlighting the number of children living in poverty, side effects of poverty, and strategies for reducing poverty; (2) child abuse, focusing on the Shaken Baby Syndrome and Fetal Alcohol Syndrome; (3) child care and preschool education, especially with regard to program quality and infant care; (4) health care, focusing on access to health care, low birth weight infants, and nutrition; and (5) parenting skills, focusing on ways to provide nurturing to children. For each area, information is presented on the extent of the problem, pertinent information, strategies to prevent or reduce the severity of the problem or address the concerns, and available resources. Finally, the efforts of Wyoming Kids Count are described and contact information is given. (KB)

ED 425 794 PS 025 762

Rivera-Bermudez, Carmen D.
El proceso hacia la integracion de la equidad por genero al curriculo.(The Process of the Integration of Gender Equity in the Curriculum.)
PUB DATE- 95
NOTE- 26p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Curriculum Enrichment; Elementary Education; *Elementary School Teachers; Nondiscriminatory Education; Sex Bias; *Sex Fairness; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- Barriers to Change; Gender Issues; Puerto Rico

"El Proyecto Colaborativo de Equidad por Genero en la Educacion," recommendations. (EV)

ED 425 811 PS 027 036

Schonveld, Ben; Mejia, Fernando
Rights of the Child in Ethiopia.
PUB DATE- 97
NOTE- 42p.; Report presented to the Committee on the Rights of the Child (14th Session, Geneva, Switzerland, February 16, 1997); for other reports in the Rights of the Child series, see PS 027 031-038. Support provided by the Hans Wilsdorf Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- Child Safety; *Ethiopia; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the nation of Ethiopia. The report's introduction asserts that despite the considerable lip service being paid by Ethiopia's government to children's rights, OMCT is concerned that the needs of the Ethiopian child with regard to gross violations of human rights are being overlooked. The report then presents observations and recommendations in the following areas: (1) the age of criminal responsibility; (2) torture, ill treatment, or other cruel or degrading treatment: the absence of protection; (3) draft legislation concerning torture; (4) current legislation concerning torture; (5) the right to redress; (6) corporal punishment as a punitive measure; (7) physical chastisement in institutions; (8) general protection from violence for children; (9) children in conflict with the law; (10) extensive discretionary powers of arrest; (11) arrest procedure; (12) further special powers of detention; (13) pre-trial detention; (14) the right to legal representation; (15) separation from adults in detention; (16) regular medical examinations; (17) heavy sentencing; and (18) solitary confinement. The report concludes with a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Ethiopia, in the following areas: positive factors, factors and difficulties impeding the implementation of the convention, principal subjects of concern, and suggestions and recommendations. (EV)

ED 425 812 PS 027 037

Lacroix, Anne Laurence
Rights of the Child in Ghana.
PUB DATE- 97
NOTE- 37p.; Report presented to the Committee on the Rights of the Child (15th Session, Geneva, Switzerland, May-June 1997). For other reports in the Rights of the Child series, see PS 027 031-038. Support provided by the Hans Wilsdorf Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Development; *Child Rearing; Interpersonal Relationship; Language Acquisition; *Parent Child Relationship; Parent Role; Parenting Skills; *Play; Pretend Play; *Toddlers

Between 2 and 3 years of age, children make dramatic strides in every facet of development. This book describes how 2-year-olds see themselves, how they get along with others, and how they learn language, begin to play imaginatively, and explore their surroundings. The book also provides ideas for games and activities that parent and child can enjoy together. Chapters in Section I, "Explorations," are: (1) "Investigations"; (2) "Exploring New Territory"; and (3) "Discovering New Things." Chapters in Section II, "Everyday Living," are: (1) "Everyday Routines"; (2) "Helping Out"; and (3) "Keeping the Peace." In Section III, "Making Connections," the chapters are: (1) "Developing a Sense of Self"; (2) "Making Friends"; and (3) "Relating to Siblings." Chapters in Section IV, "Mastery Motivation," are: (1) "Developing Word Power"; (2) "Having Fun"; and (3) "Imaginative Play." (LPP)

ED 425 832 PS 027 135

Segal, Marilyn
Your Child at Play: Three to Five Years. Conversation, Creativity, and Learning Letters, Words, and Numbers. Second Edition.
PUB DATE- 98
NOTE- 304p.; For other volumes in the series, see PS 027 132-134. Foreword by Wendy Masi.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Development; *Child Rearing; *Parent Child Relationship; Parent Role; Parenting Skills; *Play; *Preschool Children; Preschool Education

Based on a 3-year observational study of children at play in a variety of settings, this book is a description of the play behavior of preschool children. In Section I, "Playing with Ideas," the chapters are: (1) "Questions about the World"; (2) "What Is, What Was, and What Will Be"; and (3) "Questions about Life." In Section II, "Active Play" chapters are: (1) "Exercise Play"; (2) "Game Play"; and (3) "Trying Out New Sports." In Section III, "The Scientist at Work," chapters are: (1) "Investigations"; (2) "Transformations"; and (3) "The Naturalist." Chapters in Section IV, "Playing School," are: (1) "Word Play"; (2) "Story Telling"; and (3) "Numbers." In Section V, "Playing with Friends," chapters are: (1) "Imaginary and Invisible Friends"; (2) "Intimate Friends"; and (3) "Playing with a Group." In Section VI, "Ways of Playing," chapters are: (1) "Play Acting"; (2) "Creative Play"; and "Play Choices." At the end of each chapter, suggestions for parents and play ideas are given. (LPP)

ED 425 833 PS 027 137

Whitebook, Marcy; Bellm, Dan
Taking on Turnover: An Action Guide for Child Care Center

as affective reasons, involved eight teachers (classes). The mean test scores on ITBS, SABE, and LAS of the students in the looping classes were compared to with the scores on the same tests of the students in non-looping classes. The comparison revealed that: (1) in general, looping students outperformed non-looping students; (2) of 36 comparisons, 97 percent favored looping programs; (3) on ITBS, looping students performed better than non-looping students in all areas compared; (4) on SABE, looping students scored higher than non-looping students in all but one area; (5) on LAS, looping classes made higher raw and level scores than non-looping classes. (Graphical representations of the study results are included.) (TJQ)

ED 425 851 PS 027 221

Travel Guide to Healthy School Meals: School Menu Planning to Meet Our Children's Nutritional Needs.
PUB DATE- 98
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; Eating Habits; Elementary Schools; Food; *Food Service; *Food Standards; Foods Instruction; Guidelines; *Lunch Programs; *Nutrition; Nutrition Instruction
IDENTIFIERS- Dietary Guidelines for Americans; *Menu Planning; School Breakfast Program; School Lunch Program; *School Meals Initiative for Healthy Children

In 1994, Congress passed the Healthy Meals for Healthy Americans Act, requiring that Child Nutrition Programs comply with the Dietary Guidelines for Americans and meet nutrient standards. In 1995, the U.S. Department of Agriculture (USDA) issued new regulations to define how the Dietary Guidelines would be applied to school meals, called the School Meals Initiative (SMI). Since 1996, compliance with the Dietary Guidelines is to be achieved through a choice of meal planning options for schools to reach the nutrient standards for Healthy School Meals. School food authorities can operate with one of four specific menu planning options: NuMenus, Assisted NuMenus, Food Based Menus, or Traditional Menus. This guide was developed to help school food services comply with the new regulations and reach children's nutritional needs. Following introductory chapters that outline the purpose of Healthy School Meals and suggest tips for getting started, the guide's chapters are: (1) "Menu Planning"; (2) "Nutrition Goals"; (3) "Standardized Recipes"; (4) "Menu Production Records"; (5) "Condiments"; (6) "Processed Food Product Nutrient Data"; (7) "The SMI Review"; (8) "Travel Companions"; (9) "Definitions"; and (10) "Resources." Detailed information intended to help answer technical questions is appended to the guide, including USDA-approved menu planning options, a standardized recipe form, a menu production record, a manufacturer nutrition facts label, and the common percentage of moisture and fat change during food preparation. (LPP)

ED 425 852 PS 027 222

The Effect of Nutrition Education on Third Graders' School Lunch Consumption in a School Offering Food Pyramid Choice Menus.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Child

company representatives thought that using flexible time and leave policies jeopardized employees' advancement opportunities. Companies were more likely to provide low-cost child care options such as dependent care assistance plans than high-cost options such as on-site child care. More than half the companies provided Employee Assistance Programs addressing work-life issues. Twelve percent of companies offered some type of program for teenage children of employees. Companies were most likely to train supervisors in managing diversity and least likely to have career counseling programs for women. Almost all companies offered health insurance for full-time employees, but only 33 percent offered benefits to part-time employees. Companies most likely to provide work-life program and supportive work environments were involved in finance/insurance/real estate services, were larger, had a larger proportion of top executive positions filled by women or minorities, a larger percentage of women or part-time employees, a lower percentage of hourly or union employees, a larger number of company sites, and reported difficulty in filling positions. (KB)

ED 425 870 PS 027 258

Shore, Rima
Ahead of the Curve: Why America's Leading Employers Are Addressing the Needs of New and Expectant Parents.
SPONS. AGENCY- Commonwealth Fund, New York, NY.; Allstate Insurance Co., Northbrook, IL.; Chase Manhattan Bank, New York, NY.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brain; Case Studies; *Employed Parents; Employee Assistance Programs; Family Needs; *Family Work Relationship; Fringe Benefits; Health Insurance; Personnel Policy; Work Environment
IDENTIFIERS- Brain Development; Parent Needs

Increasing numbers of employed parents of young children, increasing work-family conflict experienced by these parents, and the importance of early experience for children's brain development combine to suggest opportunities for business organizations to improve their competitiveness and compassion. This report draws upon data from the National Study of the Changing Workforce and the Business Work-Life Study and other research and incorporates numerous case studies to document the current work-family relationship and to illustrate how the business community has responded. The report describes challenges faced by today's families, including severe time shortage following the birth of children, increasing time and energy demands of current jobs, and lack of work security and predictability. Important business trends that strengthen the case for family-responsive policies and practices are also discussed. Next, the report documents the overall decline in the well-being of young children related to poor child care arrangements, summarizes research on brain development, and notes the importance of early experience. The report then describes several solutions and presents several case studies illustrating methods of meeting the needs of working parents and their young children, including helping employees prepare for parenthood, providing family health insurance coverage, helping new parent thrive, providing time for parenting, and economic circumstances of individual families, and disruptions caused by civil war and the Gulf War. (Contains 17 references and 11 data tables.) (SV)

ED 425 886 RC 021 748

Evolution of the Primary Program in Six Kentucky Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 22p.; For other issues of this newsletter, see ED 425 043 and ED 378 002.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; Curriculum Development; *Educational Change; Multiunit Schools; *Nongraded Instructional Grouping; *Primary Education; Program Evaluation; Program Implementation; Qualitative Research; *Rural Schools; State Legislation; Teacher Attitudes
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

As part of an 8-year study of education reform in rural Kentucky, this report examines the primary program that has evolved in six rural elementary schools as a result of the Kentucky Education Reform Act (KERA), which requires that grades K-3 be replaced by a nongraded program. This change aimed to eliminate failure in the first 2 years of schooling and prepare all children for the fourth grade by allowing them to progress at their own developmental rate. Seven mandates for this primary program included developmentally appropriate practices, multiage and multiability classrooms, continuous progress, authentic assessment, qualitative reporting to parents, professional teamwork, and positive parent involvement. This report discusses the relationship of the primary program to other KERA strands, the study methodology, and findings. Reform implementation was hindered by uneven time lines, lack of guidance from the state department, slow formation and organization of school councils, uncertainties about appropriate instructional practices, and KERA mandates for "critical attributes" of primary classrooms. Primary teachers at all study schools attempted to implement the attributes within the first 2 years upon receiving training and new materials, but program implementation was slowed due to overemphasis on the critical attributes, legislative adjustments, lack of perceived fit to reforms in grades 4-12, and questions of efficacy. Program development at the local level was influenced by principal's leadership, teacher beliefs, school climate, and local response. Attaining program goals may require reinforcing the intent of the primary program and articulating how teachers can infuse challenging content into the primary program in ways that prepare students to meet state academic expectations. Case studies of four primary schools are included. (SAS)

ED 425 887 RC 021 749

Reynolds, Janice Carner
Do Rural Schools Need Character Education?
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials

adapting the activities to different age levels and to group activities. (SAS)

ED 425 904 RC 021 780

Bisson, Christian
Sequencing Adventure Activities: A New Perspective.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Conference of the Association for Experiential Education (26th, Incline Village, NV, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Educational Planning; Experiential Learning; *Group Activities; *Group Dynamics; Group Experience; Models; Outdoor Education; Program Design; *Sequential Approach; Teamwork

Sequencing in adventure education involves putting activities in an order appropriate to the needs of the group. Contrary to the common assumption that each adventure sequence is unique, a review of literature concerning five sequencing models reveals a certain universality. These models present sequences that move through four phases: group formation, group challenge, group support, and group achievement. These phases are compared to four stages of group development found in a meta-analysis of 50 studies of groups. These stages are termed: forming, storming, norming, and performing. Other research clearly indicates that various sequences have differing effects on the development of teamwork and on the development of group cohesion. It is asserted that debates over the uniqueness versus universality of sequencing and over the benefits of flexibility versus fixed planning create a false dichotomy. A planning continuum is suggested that allows for three distinct levels of sequences. At the flexible end of the continuum, the "micro-sequence" or individual adventure activity could be modified at any time in response to group needs. At the fixed-planning end of the continuum, the "macro-sequence" would plan the order of activity categories that catalyze the social-maturation phases of the group. In the middle of the continuum, the "meso-sequence" would involve choosing activities appropriate to each group phase. (Contains 26 references and 4 tables.) (SV)

ED 425 905 RC 021 781

White, Jared
The One-Room Schoolhouses of Hopkinton, New Hampshire. An Eagle Scout Project.
PUB DATE- 97
NOTE- 25p.; Photographs may not reproduce adequately. Funding also received from Merrimack County Telephone, Johnson and Porter Insurance, and Duston Country Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Educational History; *Educational Practices; Elementary Education; Local History; *One Teacher Schools; Photographs; Rural Schools; School Buildings; *Student Experience
IDENTIFIERS- *New Hampshire

This booklet contains a pictorial history of one-room about numbers include: "Numbers in the Sand"; "Something from Nothing"; "Imagine That..."; and "Infinity...and Beyond." Stories about geometry include: "Elementary Elements"; "'Flying' High"; and "Shadow Boxing." Stories about mathematical concepts include: "The Weighing Game"; "The Odds Are..."; "Smaller Makes Bigger"; "A Bridge to Math"; "The Truth about 'M. Le Blanc'"; "Out of Time"; and "One Step Forward, One Step Back." Stories about calculating machines include: "No Bones about It!"; and "Amazing Grace." Each story contains an at a glance section, terms to know, and follow-on questions and activities to explore. (Contains 84 references.) (ASK)

ED 425 928 SE 061 938

Developing a Digital National Library for Undergraduate Science, Mathematics, Engineering, and Technology Education. Report of a Workshop.
PUB DATE- 98
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; Educational Research; *Electronic Libraries; Engineering Education; Higher Education; *Information Technology; Libraries; *Library Science; Mathematics Education; Science Education; Technology Education; *Undergraduate Study

In collaboration with the National Research Council's (NRC's) Computer Science and Telecommunications Board, the Center for Science, Mathematics, and Engineering Education responded to a request from the National Science Foundation (NSF) by forming a project steering committee consisting of representatives from the NRC's four postsecondary boards and committees. The Steering Committee commissioned 10 "white papers" from individuals with expertise in science, mathematics, engineering, and technology education, technological aspects of digital libraries, library science, and economic and legal aspects of this rapidly evolving area of knowledge and research. These commissioned papers served as the basis for plenary and break-out discussions at a workshop that was held at the National Academy of Sciences on August 7-8, 1997. Issues considered included curricular, pedagogical, and user issues; logistic and technology issues; and economic and legal issues. Appendices include the commissioned papers, workshop agenda, and a list of workshop participants and NSF observers. (Contains 14 references.) (ASK)

ED 425 929 SE 061 940

Every Child a Scientist: Achieving Scientific Literacy for All. How To Use the "National Science Education Standards" To Improve Your Child's School Program.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; Educational Change; *Educational Technology; Elementary Secondary Education; *National Standards; Program Development; Program Improvement;

Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Colorado; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Colorado, 2,609 students in 107 public schools and 174 students in 10 nonpublic schools were assessed at the fourth-grade level and 2,530 students in 108 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Colorado fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Colorado was 226 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Colorado was 276 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Colorado or the nation. The average mathematics scale score of eighth grade males was higher than that of females in Colorado; nationwide, however, the performance of males did not differ significantly from that of females. At the fourth grade, White students in Colorado had an average mathematics scale score that was higher than that of Black, Hispanic, and American

Washington, DC.
PUB DATE- 97
NOTE- 213p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maine; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Maine, 2,115 students in 97 public schools and 101 students in 8 nonpublic schools were assessed at the fourth-grade level and 2,258 students in 93 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Maine fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Maine was 232 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Maine was 284 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Maine or the nation. At the fourth grade, White students in Maine had an average mathematics scale score that was higher

*National Competency Tests; Number Concepts; Private Schools; Probability; Problem Solving; Racial Differences; Spatial Ability; Standards; *State Surveys; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Hampshire; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In New Hampshire, 212 students in 12 nonpublic schools were assessed at the eighth-grade level. (To ensure comparability across jurisdictions, the National Center for Education Statistics, has established guidelines for school and student participation rates. In 1996, New Hampshire participated at grade 8 only, with both public and nonpublic school samples. The grade 8 public school sample did not meet the guidelines for publication, due to low participation rate; however, the nonpublic school sample was sufficient to meet the guidelines for publication.) This report describes the mathematics proficiency of New Hampshire eighth-grade nonpublic school students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). (ASK)

ED 425 966 SE 062 137

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for New Jersey. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 150p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Texas, 2,413 students in 104 public schools were assessed at the fourth-grade level and 2,245 students in 100 public schools and 166 students in 9 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Texas fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Texas was 229 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Texas was 270 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Texas or the nation. The average mathematics scale score of eight grade males was higher than that of females in Texas; nationwide, however, the performance of males did not differ significantly from that of females. At the fourth grade, White students in Texas had an average mathematics scale score that was higher than that of Black and Hispanic students. At the eighth grade, White students in Texas had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students.(ASK)

ED 425 977 SE 062 148

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Utah. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 216p.; For overall report, see ED 406 223. For other state

Society); Higher Education; Humanistic Education; *Moral Development; Moral Values; Politics; Quality of Life; Social Attitudes; Social Values; Theory Practice Relationship; United States Government (Course); Value Judgment; *Values Education

Addressing the problems of increasing antisocial behavior, declining civility, and decaying morals, this book contains a collection of essays that consider the origins and the development of America's character, the factors that influence it, and the consequences for society of inadequate character development. Essays include the following: "The Quest for America's Character," (D. Eberly); "Building the Habitat of Character," (D. Eberly); "The Cultural Roots of Virtue and Character," (M. Novak); "Incivility and Crime: The Role of Moral Habitation," (J. Wilson); "Character and Family," (W. Horn); "Character, Citizenship, and Constitutional Origins," (C. Kesler); "The Roots of Character in Civil Society," (C. Glenn); "The Religious Roots of Character," (K. Pavlischek); "A Compehensive Approach to Character Education," (T. Lickona); "Ethical Relativism: Teaching the Virtues," (C. Hoff Sommers); "The Parent-School Connection," (E. Ebeling); "Character Education among the States," (C. Greenawalt); "Making It Happen: A Conversation about Character (W. Moloney); "Strengthening Character through Community-Based Organizations," (B.D. Brooks); "Character and Excellence: The Total Quality Life," (J. Murray); "Character and Public Policy: Reinventing the American People," (R. Royal); "Character in the Marketplace," (E. Hess); "Character and American Compassion, Past and Present," (M. Olasky); "Character and Public Discourse," (R. Harwood); "Sport, Character, and Virtue," (R. Feezell); and "Influencing the Character of Entertainment Television: Ethical Dilemmas of Prosocial Programming (W. Brown and A. Singhal). (CB)

ED 425 988   SO 027 879

Hoge, John Douglas, Ed.; Rosch, Richard, Ed.
Teaching More about Korea: Lessons for Students in Grades K-12.
PUB DATE- 97
NOTE- 246p.; This book is the result of a Summer Fellowship in Korean Studies in 1995.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Asian History; *Asian Studies; Elementary Secondary Education; Foreign Countries; *Global Education; Instructional Materials; International Relations; *Korean Culture; *Korean War; *Multicultural Education; Non Western Civilization; Social Studies; Teaching Guides; World History
IDENTIFIERS- *South Korea

The lessons in this book may be used as a unit of study on Korea or as supplemental lessons to ongoing social studies programs. The book is divided into seven parts with lesson plans in each area. Part 1, "Language," contains: (1) "The Korean Alphabet" (John Hoge); and (2) "Korean Expressions" (Harold Christensen). Part 2, "Geography," includes: (1) "Korea's Climate" (Harold Christensen); (2) "Parallel Peninsulas" (Theron L. Trimble); and (3) "Learning About Korea" (Charles Holt). Part 3, "History," focuses on: (1) "Kyongju - Capital of Ancient Korea" (Sharon Goralewski); (2) "Teaching About the Korean War With Documents" (Beth Haverkamp); (3) "Two Koreas" (Theron L. Trimble); and (4) "Together Again?" (Theron L. Trimble). Part 4, "Culture," emphasizes: (1) "Korean Cultural Artifact" (John reference desk, Internet search engines, a glossary of terms, and suggestions for further reading are also included. (Contains an index.) (EH)

ED 426 008 SO 029 191

Collinge, James
Peace Education through the Arts. Peace Education Miniprints, No. 89.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Art Education; Change; *Conflict; *Conflict Resolution; Decision Making; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; *Peace; Problem Solving; *Social Change
IDENTIFIERS- *Peace Education

This paper explores the role the arts can play in peace education, an area of interest that has received little attention. Peace education is usually integrated into other content areas such as social studies, history, language, or science. The booklet emphasizes the development of imagination in art education. Students can be brought to envision previously unimagined possibilities to creatively visualize preferable worlds and thus be empowered to ponder and work for alternatives to violence and war in conflict situations. (EH)

ED 426 009 SO 029 203

Capper, Joanne; Nderitu, Shelomith; Ogula, Paul
The School Improvement Programme of the Aga Khan Education Service, Kenya at Kisumu, Western Kenya: Evaluation Report.
SPONS. AGENCY- Aga Khan Foundation, Geneva (Switzerland).
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *African Studies; *Developing Nations; Educational Development; Educational Improvement; Educational Needs; Elementary Education; Foreign Countries; Program Evaluation
IDENTIFIERS- *Kenya (Kisumu); School Improvement Programme (Aga Khan Foundation)

This evaluation study was conducted at the behest of the Aga Khan Foundation (AKF) and the Institute for Policy Reform (IPR), working under contract with United States Agency for International Development. AKF's primary concern was to evaluate the effectiveness, cost-effectiveness, and the likelihood of sustainability of the School Improvement Programme (SIP) operating in Kisumu, Western Kenya. The SIP began in January 1990 with the intention to improve the quality of teaching and learning in primary schools in the Kisumu Municipality by promoting the adoption of child-centered teaching methods and developing strategies to institutionalize the process and outcomes of the effort. Data were gathered through standardized tests, observations, and interviews. Intervening variables were examined for their influence on the outcome of the tests. Overall, the likelihood that SIP's impact will be sustained over time is highly questionable owing to a variety of factors including high rates of turnover in school staff and SIP staff, limited transportation, currently

DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Social Studies; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; Teacher Expectations of Students; Teacher Response

IDENTIFIERS- *National Council for the Social Studies

This study examines the characteristics, concerns, and practices of elementary teachers who are members of the National Council for the Social Studies (NCSS). The paper describes the process of data gathering through a review of the literature and a mailing of questionnaires to members of NCSS who identified themselves as elementary-focused in social studies. Only 98 of 114 questionnaires returned from the 432 mailed were eligible to be included in the data analysis. The study cautions that non-NCSS members may provide a different perspective of elementary social studies than the respondents in this study. The research provides for the respondents the demographic data, professional and leadership social studies activities, views and concerns for social studies, and approach to teaching social studies. Three open-response questions were asked related to the instructional process including the topics being studies, the resources used, and procedures for dealing with individual differences in interests and abilities. The study makes specific recommendations for strengthening the teaching of social studies in methods courses for teachers, a stronger role for NCSS in advocating more elementary instruction of the social studies, and further research on the topic of social studies instruction in the schools. Contains 17 references. (EH)

ED 426 030 SO 029 390

Martin, Kathleen Jeanette

Qualitative Research and Confluent Education: A Method for the Study of Differences and the Expression of Diversity.

PUB DATE- 98

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-18, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cultural Differences; Cultural Pluralism; Diversity (Institutional); Global Education; Human Relations; *Humanistic Education; *Multicultural Education; *Qualitative Research

This paper examines the philosophical and methodological perspectives of qualitative research and the guiding principles of confluent education. The paper presents issues, concerns, and criticisms of both paradigms and discusses areas for their mutual support and improvement. Qualitative research has established itself as a research methodology built on certain characteristics: (1) the social context determines the meanings and actions of participants; (2) researcher reflection and metacognition are essential elements to be completed throughout the research work; and (3) it is process oriented. Confluent education proposes educational principles for teaching and learning that support the importance of the individual, democratic social change, and the use of self-reflection (Shapiro, 1997). Based on an examination of the literature, three categories are common to qualitative research and confluent education, including: (1) social context; (2) reflection and metacognition; and (3) a process orientation. Qualitative research provides theoretical and philosophical perspectives for confluent educators that address issues of community and interdependence as opposed to individualism.

elementary school teachers with respect to gender. However, there were no significant differences in their expectations of classroom supervision related to level of education, job experience, or frequency of supervision. Teachers felt that supervisors were more concerned with strict control, investigation, evaluation, and inspection than with guidance and improvement. Also, they believed that supervisors did not follow supervisory guidelines but instead supervised the way they wanted to. Teachers were not aware of all the regulations related to supervision. The researcher concludes that 1-hour classroom observation is not enough to evaluate or guide teachers, and the evaluation system needs improvement. (Contains 18 references.) (SM)

ED 426 050 SP 038 252

Zorfass, Judith M.
Teaching Middle School Students To Be Active Researchers.
PUB DATE- 98
NOTE- 137p.; "With Harriet Copel."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Diversity (Student); *Early Adolescents; Inquiry; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; *Research Skills; Student Participation; *Student Research
IDENTIFIERS- *I Search; *Middle School Students

This book offers middle school educators information about inquiry-based, interdisciplinary learning, highlighting the I-Search process. I-Search offers a powerful mix of ingredients (e.g., respecting curiosity, supporting independence, and fostering creativity) to capture students' and teachers' imaginations. It makes research more learner centered and encourages students with diverse needs to collaborate. It provides a natural context for using technology, media, and materials. Based on 10 years of work with middle schools and interdisciplinary teams, this book shows how teachers and students asked real-life questions and presented their new understanding of overarching concepts. Teachers and students explored community resources, read varied materials, conducted interviews, and used new technology to keep track of their work, which culminated in I-Search papers and exhibitions. Chapter 1 defines active research and the four phases of an I-Search unit. Chapter 2 describes how teachers guide students to pose I-Search questions. Chapter 3 explains how teachers help students learn to access various materials. Chapter 4 discusses how teachers help students integrate and process information they have gathered. Chapter 5 illustrates how teachers help students represent their knowledge via written papers and exhibitions. Chapter 6 describes what is needed to successfully design, implement, and reflect on I-Search units. The appendix's 10 sections describe planning and assessment criteria--from planning immersion activities to creating guidelines for student peer conferences, developing rubrics for assessment, and to evaluating the implementation of an I-Search unit. (Contains 61 references.) (SM)

ED 426 051 SP 038 253

Kent, Todd W.; McNergney, Robert F.

assess individual person's knowledge structure representations in a classroom setting. For a given set of concepts, a knowledge structure can be described by the present or absent connections in the set of all possible pairwise connections between concepts. Under this description, the set of all possible knowledge structure representations for a given set of concepts forms the elements of a complemented, distributive lattice ordered by set inclusion. Measures are developed to assess the dissimilarity between two knowledge structure representations, the local complexity of a concept in a knowledge structure, and the global complexity of a knowledge structure. The effectiveness of these measures in assessing the changes in students' knowledge structure representations in an introductory statistics course is examined using data from T. Ju (1989). (Contains 6 tables, 9 figures, and 39 references.) (Author/SLD)

ED 426 070 TM 029 292

Stecher, Brian M.; Barron, Sheila; Kaganoff, Tessa; Goodwin, Joy
The Effects of Standards-Based Assessment on Classroom Practices: Results of the 1996-97 RAND Survey of Kentucky Teachers of Mathematics and Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 93p.; In collaboration with University of Colorado at Boulder, Stanford University, the RAND Corporation, University of California, Santa Barbara, University of Southern California, Educational Testing Service, and University of Pittsburgh. For other reports in this series, see TM 029 287 and TM 029 289-293.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Development; Educational Assessment; Educational Change; Elementary Education; Elementary School Students; State Programs; Tables (Data); Teacher Surveys; *Teachers; Teaching Methods; *Testing Programs
IDENTIFIERS- Kentucky Education Reform Act 1990; *Kentucky Instructional Results Information System

This report is part of a multi-year project to examine the effects of standards-based assessment reform on schools and classrooms. During the past year, the project investigated school and classroom effects of assessment reforms in the state of Kentucky, a state that has been at the forefront of the standards-based assessment movement. This report presents the results of a series of surveys of the impact of the Kentucky Instructional Results Information System (KIRIS) on curriculum and instruction in mathematics in grades 5 and 8 and in writing in grades 4 and 7. Teachers' self-reports (n=approximately 400) indicated substantial changes in classroom practices in response to the Kentucky Education Reform Act and KIRIS. KIRIS, in particular, has had a major influence on instructional behavior according to teachers. However, there were no consistent associations between reports of specific teaching practices or changes in practice during the past 3 years and biennial KIRIS gains. (Contains 2 figures, 31 tables, and 15 references.) (Author/SLD)

ED 426 071 TM 029 293

Yoon, Bokhee; Resnick, Lauren B.

Career Planning; *College Students; *Decision Making; Factor Analysis; Higher Education; Scores; Tables (Data); Test Construction; *Test Validity
IDENTIFIERS- *Career Assessment Diagnostic Inventory; *Indecisiveness

Career decision making is an important aspect of life. At some point one must decide what type of job to apply for or whether to seek education for a specific career. Many individuals struggle with these decisions. Unfortunately, multidimensional measures of uncertainty are needed in providing guidance to such persons, because it appears the indecision phenomenon is multidimensional. The present study involved the development of a 97-item multidimensional measure of 6 career-indecision factors. Based on data provided by 364 college students, scale scores on the Career Assessment Diagnostic Inventory (CADI) had reliability coefficients ranging from 0.83 to 0.94. Factor analysis results were supportive of a conclusion that CADI scores are construct valid. These results suggest that the CADI has considerable potential as a multidimensional measures of factors thought to be related to career indecision. An appendix contains the items retained in the final CADI version. (Contains 9 tables and 58 references.) (Author/SLD)

ED 426 091 TM 029 320

Wells, Robert D.
Conducting Repeated Measures Analyses Using Regression: The General Linear Model Lives.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Heuristics; *Multivariate Analysis; *Regression (Statistics); *Research Design; Tables (Data)
IDENTIFIERS- *General Linear Model; *Repeated Measures Design; Univariate Analysis

The use of repeated measures research designs is explored. Repeated measures designs are often advantageous and can be implemented in a variety of research settings. One of the main advantages in repeated measures designs is the control of subject variability. Other advantages are the reduction of error variance and economy in subject recruitment. A disadvantage is the carry-over practice, effect of the repetition. A heuristic example is presented to illustrate the different statistical and conceptual properties of univariate and multivariate approaches when using repeated measures designs. It is demonstrated that repeated measures designs can be analyzed using analysis of variance, linear regression, and multivariate analysis of variance. In repeated measures designs, certain assumptions have to be met in order for the test statistics to be accurate. When assumptions are not met, a wide array of analytic choices is provided. The choice between univariate and multivariate analyses within repeated measures designs depends largely on the characteristics of the data. Appendixes present the Statistical Package for the Social Sciences (SPSS) program and SPSS data. (Contains 7 tables and 13 references.) (SLD)

ED 426 092 TM 029 322

programs, curriculum and staff development efforts, and support staff and services. Data for this evaluation come from many sources and different data collection methods, including student surveys, report forms, interviews, and focus groups. A drug and safety survey given to a sample of students in grades 4 through 12 provided information about student substance use and beliefs. When asked where they received information on drugs and alcohol, most secondary school students reported a variety of school and nonschool sources. About two-thirds of secondary respondents said that they had not participated in any AISD program or activity in the past 2 years. When asked about school safety, most respondents said they felt safe in school. However, 20% reported that they had been harmed or threatened in school in the past year, and 11% reported that they had harmed or threatened someone else. Most respondents to a staff survey said that drugs and alcohol were not problems on their campuses. Program and budget data and responses to student and staff surveys suggest that not all students in the AISD are being served by SDFSC programs. Recommendations are made for program improvement, focusing on prevention and education. Four appendixes contain federal guidelines for SDFSC fund use, the "Principles of Effectiveness" from the SDFSC Act, the district's drug abuse and alcohol education and prevention plan, and summaries of information on AISD SDFSC participants. (Contains 47 tables, 32 figures, and 22 references.) (SLD)

ED 426 112 TM 029 346

Smith, Ralph; Griffith, Julia
TITLE VI 1997-98. FEEDBACK, Publication No. 97.11.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Expenditures; *Federal Aid; Federal Legislation; Itinerant Teachers; Library Materials; Private Schools; Public Schools; *Resource Allocation; Scholarships; Summer Programs; Volunteers; Workshops
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title VI; Improving Americas Schools Act 1994; Reading Recovery Projects

Title VI of the Elementary and Secondary Education Act, as amended in 1994, provides federal funds to states to contribute to the improvement of elementary (including preschool) and secondary educational programs in both public and private schools. Title VI funds supplement or increase local funds, but may not be used to supplant them. The 1997-98 allocation of Title VI funds to the Austin Independent School District (AISD) of $414,630 was based on public and private school enrollments and the numbers of students eligible for free or reduced-price lunches. This program summary presents the allocation, expenditure, number of students served and staff funded, and cost per student/staff for each Title VI program. These programs included: (1) expenses associated with a coordinator of volunteers; (2) library resources; (3) funding for a mathematics specialist for the school district; (4) equipment and supplies for private nonprofit schools; (5) a science workshop; (6) visiting teachers for extra student support; (7) Reading Recovery programs; (8) funding for intervention specialists; and (9) scholarships to a summer program.

Diversity: Serving the Media Needs and Interests of Minorities in the Twenty-First Century" (Forrest P. Chisman); (2) "The Demographics of Diversity" (Brad Edmonson); (3) "The Economics of Minority Programming" (Steven S. Wildman and Theomary Karamanis); (4) "Minorities in the Mass Media: A Status Report" (Robert M. Entman and Andrew Rojecki); (5) "Thorough Americans: Minorities and the New Media" (Jorge Reina Schement); (6) "Diversity on the Internet: The Relationship of Race to Access and Usage" (Donna L. Hoffman, Thomas P. Novak, and Alladi Venkatesh); (7) "The Market Value of Diversity: A Cultural Analysis" (Alladi Venkatesh); and (8) "Media Programming for Sustainable Competitive Advantage" (Leroy Wells, Jr., Donna Allen, and Laura Fleet). An appendix contains summary recommendations of the 1996 Aspen Institute Forum on Diversity and the Media written by Erna Smith. Each chapter contains endnotes. (Contains 32 tables and 15 figures.) (SLD)

ED 426 129   UD 032 667

Nicholson, James A.
What Research Says about Ability Grouping and Academic Achievement.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Elementary Secondary Education; *Equal Education; High Achievement; Low Achievement; *Self Esteem; Teacher Expectations of Students; *Track System (Education); Vocational Education

Ability grouping and the tracking of students have become traditional in the U.S. education system. In 1893 the National Education Association (NEA) demanded that every subject taught in secondary school be taught in the same way; but by 1918, the NEA supported academic tracks for some students and vocational tracks for others. Since then, the debate over tracking and ability grouping has continued, and arguments on both sides of the debate have remained essentially the same. Rosa Lee Weaver, in a 1990 report, summarized the argument of proponents of ability grouping that grouping is necessary to individualize instruction and accommodate the diverse needs of students. Advocates of ability grouping have been particularly concerned about the negative effects that heterogeneous classes might have on high achievers who would benefit from ability-grouped situations. On the other hand, opponents of ability grouping have been concerned about the negative effects of the practice on low achievers (low self-esteem, lower aspirations, and negative attitudes toward school) who might be denied access to high quality instruction. The pro-grouping argument has been primarily concerned with the issue of effectiveness, while opponents to grouping have been concerned with equity. Research on effective schools has identified high teacher expectations and students' expectations of themselves as essential for academic achievement. How students view themselves does affect their academic achievement. (Contains 22 references.) (SLD)

ED 426 130   UD 032 682

Manke, Mary Phillips
"When You're in My Classroom, I'm Your Dad": Supporting Children's Learning in an Inner City Kindergarten Classroom.
PUB DATE- 98
NOTE- 32p.

Standards of Excellence: Toward Becoming a Successful Citizen.
PUB DATE- 96
NOTE- 31p.; Prepared by the District Leadership Team.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Citizenship Education; Educational Assessment; *Educational Objectives; Elementary Secondary Education; *High School Graduates; *Outcomes of Education; Recordkeeping; School Districts; Scoring; Skill Development; *Standards

The Windsor Central School District Leadership Team in rural upstate New York, as charged by the State Education Commissioner, addressed issues of improving student outcomes by defining exit goals and outcomes for high school students to accomplish by the time they graduate. In addition to developing these goals and outcomes, the team also decided that assessment procedures needed to be as "real world" as the standards students were expected to achieve. This document contains a description of the development of the goals and outcomes and the "Standards of Excellence" package. The standards package consists of three main parts. The first part contains a list of exit goals and outcomes for seven areas: communication, quality of life, socialization, basic skills, intellectual skills, leadership skills, and occupational skills. While these are exit goals for the 12th grader, it is understood that their development begins much earlier. Evaluation of these goals and outcomes will take place in grades 2, 5, 8, and 10. This section also contains examples of tasks that are designed to assess the different goals and outcomes, including examples of tasks for the benchmarks of the earlier grades. Part 2 contains a scoring guide to determine levels of achievement on the tasks, and Part 3 is an introduction to record keeping. A sheet that provides a format for recording the progress of students is included. (SLD)

ED 426 150 UD 032 705

Up the Down Staircase: A Look at Family Homelessness in New Jersey. A Report of Homes for the Homeless.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Disadvantaged Youth; Educational Attainment; *Employment Patterns; *Family (Sociological Unit); Females; *Homeless People; *Low Income Groups; One Parent Family; Poverty; Urban Problems; Urban Youth; *Welfare Recipients
IDENTIFIERS- *New Jersey (Newark); *Working Poor

In response to the increasing numbers of homeless families, Homes for the Homeless surveyed families in emergency shelters in Newark (New Jersey) to gain some insights into the characteristics and circumstances of urban homeless families. Newark was chosen because it is a large urban center with a high concentration of welfare recipients that is currently undergoing economic revitalization. Findings show that the typical homeless family in Newark consists of a 32-year-old single African American female, with two children averaging 8 years of age. There is a 50% chance that she did not graduate from high school, has received welfare, and has been homeless faculty and administrators in the following categories: survey response characteristics; projected faculty computing use; specific areas in which respondents expected their need for information technology to increase over the next five years; high priority technological developments; university policies; and sources for funding. Conclusions and implications are listed, and a copy of the survey instrument is appended. (AEF)

ED 425 735 IR 019 223

Thibeault, Nancy
Web-Based Campus Directory.
PUB DATE- 98
NOTE- 9p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; College Faculty; *Computer Interfaces; *Computer Software Development; Computer Uses in Education; *Databases; *Directories; Higher Education; *Online Systems; *World Wide Web
IDENTIFIERS- Miami University OH; Web Sites

Each semester at Miami University (Ohio) the secretaries struggle to update the Campus Directory database in order to print the campus telephone and office/class hours directory. It is a time-consuming process and the directory is usually late and out-of-date by the time it is printed. The university's Computer Services Manager has created a Web interface to their existing database, and now the directory is available on the Web. The information in the Web directory is current, and the secretaries' workload has been reduced. Faculty and staff members can print a copy of the latest information as needed. In the new system, faculty and staff members can update their database information using a Web form. The Web directory provides immediate access to the updated information. Each time the Web directory is accessed, the database is queried and the latest information is displayed. The Web directory consists of the telephone listing with a link from each entry to a pop up window containing a picture of the faculty/staff member, along with his/her current class/office hour information. This paper explains the files used to generate the Web-based directory. (AEF)

ED 425 736 IR 019 224

Treadway, Ray
An Integrated Computerized Instructional System for Classroom and Lab.
PUB DATE- 98
NOTE- 6p.; In: Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (31st, North Myrtle Beach, SC, June 7-11, 1998); see IR 019 201.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; *Computer Assisted Testing; Computer Centers; Computer Managed Instruction; *Educational Technology; *Electronic Classrooms;

ED 425 754 IR 057 254

Hogle, Jan G.
Personal Security on the Internet.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; *Computer Security; Discussion Groups; Electronic Mail; *Internet; Listservs; Problems; *Safety
IDENTIFIERS- Computer Use; Computer Users

This document is a printed copy of the Web site written to educate Internet users about potential risks associated with communication over the Internet, and to suggest precautions to reduce those risks. An Introduction highlights why users should care about privacy on the Internet, activities that can reveal personal information to others, and types of people who might be interested in obtaining personal information. The next section lists personal information that can be revealed through the following activities: sending e-mail, posting to newsgroups and mail lists, participating in chat rooms and online surveys, purchasing products online, Web surfing, and putting up a personal Web page. For each activity, tables indicating what to do for various warning signs of problems are provided. The next two sections outline basic precautions and steps to take for extra security, and what to do should problems occur. The final section is a glossary of security and privacy terms. Contains 13 references. (AEF)

ED 425 755 IR 057 255

Lynch, Beverly P.
International Conference on New Missions of Academic Libraries in the 21st Century. Conference Summary. (Beijing, China, October 25-28, 1998).
PUB DATE- 98
NOTE- 11p.; Earlier version of this paper was presented at the closing session of the International Conference on New Missions of Academic Libraries in the 21st Century (Beijing, China, October 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Conferences; Continuing Education; Electronic Libraries; Foreign Countries; *Futures (of Society); Higher Education; Information Management; Library Administration; *Library Development; *Library Role; Library Services; Professional Development; Shared Resources and Services
IDENTIFIERS- Peking University (China)

A conference on the theme, "New Missions of Academic Libraries in the 21st Century," was held on the occasion of the 100th anniversary of the founding of Peking University and the dedication of its new library building. The published conference proceedings included 144 papers. Plenary papers on the six sub-themes of the conference were presented and discussion sessions followed each plenary session. This paper summarizes the keynote address, and the plenary papers and the discussions which followed for each of the following themes:

NOTE- 20p.; Paper presented at the Annual Lilly Conference on College Teaching (16th, Oxford, OH, November 22-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Graduate Surveys; Higher Education; *Learning Motivation; Motivation Techniques; Participant Satisfaction; *Student Evaluation of Teacher Performance; *Student Needs; Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- *Rollins College FL

A request for narratives concerning their most effective and most ineffective professors was sent to 222 graduates from Rollins College (Florida). The narratives covered a period of 26 years, from 1964 through 1990. The responses suggest three dominant characteristics shared by ineffective professors: (1) lack of passion for their subject matter; (2) inability to connect students to academic subjects; and (3) indifference or hostility to students. By isolating and focusing on specific behaviors that graduates linked with their professors' pedagogical failures and presenting those failures in isolation, the narratives bring to life familiar generalizations about ineffective professors and suggest strategies for improvement, even of good teachers, whose own practices may reflect some of the troubling practices. Narratives provided in each section of the paper collectively suggest that students, in spite of all their apparent detachment, want teachers to share with them a passion for their academic fields, and that students are most likely to become engaged in that passion under the guidance of people whom they care about and who, they believe, care about them. (AS)

ED 425 775 JC 990 024

McGrath, Dennis; Van Buskirk, William
Si, Se Puede = Yes, It Can Be Done: The Summer Scholars Transfer Institute Collaborating to Promote Access and Achievement.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *College Preparation; Community Colleges; *Developmental Studies Programs; *Educational Counseling; Educational Resources; *Hispanic Americans; Minority Groups; Student Needs; Summer Programs; Teacher Student Relationship; Transfer Students; Transitional Programs; *Two Year College Students; Urban Culture; Urban Education
IDENTIFIERS- African Americans; Latinos; National Center for Urban Partnerships; *University of California

This booklet, issued by the Summer Scholars Transfer Institute (SSTI), encourages collaboration in promoting access and achievement in the education of under-represented students at urban community colleges. SSTI is an eleven-day residential program for community college students held at the University of California, Irvine campus. It is designed to take low-income, predominantly Latino and African-American community college students who, in the past, have rarely continued their education, and prepare them for admission to the University of California system. Now in its fifth year, the program serves approximately 150 students each summer. To be considered for or the Collaborative Project for Gender Equity in Education, was undertaken in Puerto Rico between 1990 and 1992 to study how to facilitate the integration of gender equity themes in the curriculum through the direct action of participating teachers. A study examined the attitudes of 11 second through sixth level regular and special education teachers who took part in the project. Data on the participants' perspectives about curricular change related to gender equity were collected during the project by means of questionnaires, teacher journals, weekly reports, group sessions, progress reports, and in-depth interviews. Information derived from teachers' responses was organized into several categories, including changes in teachers' attitudes, benefits of the project, teachers' relationships to colleagues and administrators, and barriers to the process of curricular change. Teachers' responses indicated that attempts to change curricula toward greater gender equity provoke resistance but also provide teachers greater autonomy and motivation. Based on teachers' responses, recommendations were made for effecting curricular change related to gender equity concerning: (1) methodologies that combine knowledge of pedagogical investigation, reflection about classroom practice, and social and institutional support; (2) interaction among teachers about handling prejudice; (3) in-service training that seeks to identify student and teacher interactions, learning environments, materials, and methodologies that are consistent with gender equity; (4) fostering gender equity at the institutional and administrative levels; (5) administrative support; (6) institutional support and recognition for efforts at promoting gender equity; and (7) maintaining projects for an extended time. (BC)

ED 425 795 PS 026 016

How To Evaluate Your Child's Education; Falling through the Cracks. A Guide for Every Parent. Videotape .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Academic Achievement; Behavior Problems; Cognitive Style; Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Learning Problems; Parent Student Relationship; *Student Evaluation; Student Motivation

This video is designed to help parents assist their children's educational success by assessing a child's learning strengths and weaknesses. The video first presents five potential problems areas and symptoms that may be manifested by the student: (1) unchallenged; (2) passive learning; (3) skill gaps; (4) behavioral concerns; and (5) learning differences. The video then provides instructions for using the enclosed inventory sheet to evaluate the child in the five mentioned areas. Instructions include: (1) writing down observations, feelings, and concerns in one or more of the five areas; (2) contacting the teacher for his or her specific observations or comments in any of the five areas; (3) reviewing the completed inventory and, if needed, scheduling an appointment with a professional to clarify concerns. (HTH)

ED 425 796 PS 026 057

Legislation; Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- Child Safety; *Ghana; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the U.N. Convention on the Rights of the Child by the Republic of Ghana. The report's introduction asserts that although OMCT welcomes the measures taken by the Ghanian authorities in order to bring national legislation and policy into line with the Convention, as well as the self-critical attitude adopted by Ghana's own report on its progress, OMCT regrets that Ghana's report deals only very briefly with certain of the main objectives incumbent upon the government and certain major violations affecting the rights of the child. The report then presents observations and recommendations in the following areas: (1) definition of a child; (2) age of criminal responsibility; (3) protection against torture and other cruel, inhuman or degrading treatments (penalties not proportionate to the gravity of the crimes committed against children, annihilation of criminal responsibility in certain circumstances, existence of discrimination based on the age and sex of minors); and (4) children in conflict with the law. Following its own conclusions, the report includes a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Ghana, in the following areas: positive factors, factors and difficulties impeding the implementation of the Convention, principal subjects of concern, and suggestions and recommendations. (EV)

ED 425 813 PS 027 038

Mejia, Fernando
Rights of the Child in Algeria.
PUB DATE- 97
NOTE- 47p.; Report presented to the Committee on the Rights of the Child (15th Session, Geneva, Switzerland, May-June 1997); for other reports in the Rights of the Child series, see PS 027 031-037. Support provided by the Hans Wilsdorf Foundation, the Fondation de France, and the city of Lausanne.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Advocacy; *Child Welfare; Childhood Needs; Children; *Childrens Rights; Civil Rights Legislation; Compliance (Legal); Foreign Countries; Government Role; Law Enforcement; Safety; Victims of Crime; Well Being
IDENTIFIERS- *Algeria; Child Safety; Torture; Torture Victims; *United Nations Convention on Rights of the Child; Victimization

This report to the United Nations Committee on the Rights of the Child contains observations of the World Organisation Against Torture (OMCT) concerning the application of the Convention on the Rights of the Child by Algeria. The report's introduction asserts that although OMCT welcomes legislative and institutional efforts made by Algeria since 1992 to carry out its obligations under the Convention, many efforts thus far are insufficient or contradictory. The report then contains observations and recommendations in the following areas: (1) definition of the child; (2) penal responsibility of the child; (3) the right to be heard in any procedure; (4) competent jurisdiction; (5) sanctions applied to children; (6) death penalty and life imprisonment; (7) definition and prohibition of torture; (8) protection during police custody; (9) medical

Teachers and Directors.
PUB DATE- 99
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Care Occupations; *Child Caregivers; Day Care; *Day Care Centers; Early Childhood Education; *Employment Patterns; Labor Force; *Labor Problems; Labor Supply; *Labor Turnover; Preschool Education
IDENTIFIERS- *Center Based Programs; *Resignation (Job)

Based on the "Taking On Turnover" training series conducted by the Center for the Child Care Workforce, this action guide for center-based child care teachers and directors is designed to assist in managing and reducing the increasingly serious problem of job turnover in the child care profession. Following several introductory sections, the guide consists of four main sections. Section 1, "The Problem of Turnover," addresses issues of understanding staff turnover, the impact on children, and the problem of underpayment. Section 2, "Assessing and Managing the Effects of Turnover in Your Program," addresses issues of helping children, staff, and parents cope with turnover, calculating the rate and costs of turnover, and making a plan to manage turnover. Section 3, "Making an Action Plan to Reduce Turnover in Your Program," is divided into five parts: (1) the program's work environment; (2) successful recruitment and hiring; (3) improving compensation; (4) improving substitute policies; and (5) putting together an individualized turnover reduction plan. The final section, "Beyond Individual Programs: Community Efforts To Take on Turnover," addresses the need for community-wide efforts to address staff turnover, and creating an action plan at the community level. The guide concludes with a section of references and additional sources. (SD)

ED 425 834 PS 027 139

Change Agent for a Changing World. NAEYC Annual Report, October 1, 1997-September 30, 1998.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; *Change Strategies; Child Advocacy; Early Childhood Education; Educational Change; Organizational Change; Organizational Development; *Organizational Effectiveness; *Organizational Objectives; *Organizations (Groups); Planning; *Self Evaluation (Groups)
IDENTIFIERS- *National Association Educ of Young Children

This annual report of the National Association for the Education of Young Children (NAEYC) is organized around the organization's three goals: (1) improving professional practice by promoting standards of excellence among and providing information and resources to early childhood professionals; (2) improving understanding and support for high quality early childhood programs among parents and the general public, as well as policy makers and the media; and (3) building and maintaining a strong, inclusive organization. In addressing the first goal, the report describes the following contributions to

Nutrition Div.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Eating Habits; Food Service; *Food Standards; Grade 3; Guidelines; Intervention; *Lunch Programs; *Nutrition; *Nutrition Instruction; Primary Education
IDENTIFIERS- Dietary Guidelines for Americans; *Food Guide Pyramid; Menu Planning; Oregon; School Lunch Program

Elementary school lunches planned and served under Oregon's Food Pyramid Choice Menus (FPCM) system are based on the Dietary Guidelines for Americans, and they comply with the current U.S. Department of Agriculture menu standards for school lunches. The study discussed in this report was conducted from February through April 1997; data were analyzed during 1997 and 1998. The study was designed to answer the following question: Will a 4-week nutrition education intervention affect the foods selected and eaten by third graders from FPCM? During four weekly Team Nutrition education programs, children played an active role in learning about how the foods they eat grow, the Food Guide Pyramid, healthy meal planning, and taste testing of fruits and vegetables. After the intervention, it was found that third-graders selected and ate more fruits from their lunches and consumed more vitamin A and dietary fiber from lunches than they did before the intervention. Third-graders participating in nutrition education activities appeared to be more likely to increase their intake of fruits, vegetables, and grain products from lunch than did children from nonparticipating classes. The intervention did not show evidence of influencing fat consumption from Food Pyramid Choice Menus. The report concludes that the availability of a wide variety of fruits, vegetables, and grain products in school lunches combined with nutrition education programming that increases awareness of these foods can have a positive effect on their consumption from school lunches, but other types of nutrition education may be more effective in decreasing fat intake from lunches. Includes three appendices: (1) "Nutrition Education Lesson Plans"; (2) "FPCM Menu Items Offered during Control and Intervention Periods"; and (3) "Parent's Questionnaire on 'Readiness to Change'." (LPP)

ED 425 853 PS 027 223

Oregon's Food Pyramid Choice Menus: Do Lunches as Offered to, and Selected, and Consumed by Third Graders Meet Current USDA Nutrition Standards?
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Child Nutrition Div.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Eating Habits; Elementary Schools; Food Service; *Food Standards; Grade 3; Guidelines; *Lunch Programs; *Nutrition; Primary Education
IDENTIFIERS- Dietary Guidelines for Americans; *Food Guide Pyramid; Menu Planning; Oregon; School Lunch Program

Oregon's Food Pyramid Choice Menus (FPCM) require that participating elementary schools offer three to seven entrees, at least two types of milk, and six to ten fruits and vegetables, as well as three or more types of grain products in assisting in the child care dilemma. The report concludes by identifying lessons that can be learned from the research results and the case studies, and indicates that inequitable or unfair benefits cannot advance employers' goals, and that urgent challenges remain for business. (KB)

ED 425 871 PS 027 259

Bond, James T.; Galinsky, Ellen; Swanberg, Jennifer E.
The National Study of the Changing Workforce, 1997. No. 2.
SPONS. AGENCY- Fannie Mae Foundation, Washington, DC.; Xerox Corp., Rochester, NY.; Commonwealth Fund, New York, NY.; Allstate Insurance Co., Northbrook, IL.
PUB DATE- 97
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Day Care; Early Childhood Education; *Employed Parents; Family Needs; *Family Work Relationship; Fringe Benefits; *Job Satisfaction; *Labor Force; Parents; *Work Attitudes; Work Environment

The 1997 National Study of the Changing Workforce (NSCW) surveyed 2,877 employees regarding the relationship between workers' lives on and off the job and changes in the nature of work. The report also provides a historical perspective by comparing data from 1997 with data from the 1992 NSCW and from the U.S. Department of Labor's 1977 Quality of Employment Survey. Guiding the study was a model hypothesizing causal pathways connecting characteristics of employees' jobs and workplaces, characteristics of their lives off the job, and aspects of personal well-being. Among the key findings are the following. Over the past 20 years, the U.S. workforce has become more balanced with respect to gender, older on average, better educated, more racially and ethnically diverse, and more concentrated in managerial and professional occupations. Work has become substantially more demanding. The number of employees with employed spouses/partners has increased. Employed married women spend more time on chores than employed married men. Over half of employed parents with employed spouses rely on relative child care. Nearly 25 percent of employees have experienced stress often in the past 3 months. Over 60 percent say that their chances for job advancement are poor. The majority of employees have access to traditional benefits, with a minority having access to dependent-care benefits. Employee satisfaction, commitment, performance, and retention is associated with high-quality jobs in supportive workplaces. Emerging issues include employers' concerns about Generation X workers, the impact of workers' elder care responsibilities on the labor force, and the potential for work-family backlash. Based on findings, it was concluded that creating a highly supportive workplace is a challenge that is worth the effort. (Author/KB)

ED 425 872 PS 027 261

Tan-Niam, Carolyn S. L.
Quality of Social Interaction and Understanding of Other Minds in Children's Play. Technical Report No. 39.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

(070),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Moral Development; Public Schools; Rural Education; *Rural Schools; School Culture; *Small Schools; Social Problems; Surveys; *Values Education
IDENTIFIERS- *Character Education; Missouri (Central)

Studies suggest that the challenge of violence in public schools can be met through character education, whether by providing a school culture in which core values are practiced or some form of moral training (indoctrination). To assess the need for character education in rural schools, small-school superintendents and board members in central Missouri were surveyed; 106 responded. Results show that 50 percent thought the nation's schools were not doing a good job of teaching core values, and 92 percent believed a need exists for character education in the curriculum. Ninety-four percent believed some type of character education should be offered in their own districts, and 75 percent responded that school culture and modeling were not sufficient by themselves. Many thought character education should be offered through the counseling and guidance curriculum at both the elementary and high school levels. (SAS)

ED 425 888 RC 021 751

Guner, Barbaros; Simsek, Hasan; Yildirim, Ali
A Case Study of the Basic Education Project for the Children of Seasonal Agricultural Workers in the Cukurova Region in Turkey. Mid-Decade Review of Progress towards Education for All.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Educational Cooperation; Elementary Education; Foreign Countries; Health Education; Migrant Children; *Migrant Education; Migrant Workers; Needs Assessment; *Parent Attitudes; Program Effectiveness; Program Implementation; Teacher Attitudes
IDENTIFIERS- *Turkey

In 1995, the International Consultative Forum on Education for All commissioned case studies in developing countries as part of a mid-decade review of progress in expanding access to basic education. This paper examines a project in Turkey that provided basic education and health services to the children of seasonal agricultural workers. Between March and October, agricultural workers in southeastern Turkey migrate to the Cukurova region to help with the harvest. Migrant families live in tents without utilities and have little access to educational or health services. Funded by the Ministry of Turkish National Education and the United Nations International Children's Fund, the project provided basic education to a total of 1,136 children between 1991 and 1995. However, the number of children served declined drastically in 1994 and 1995. Interviews with participants, observations in project schools and workers' tents, and a review of project documents examined the initial needs analysis, program structure, curriculum, teacher selection, in-service education, and organizational collaboration. The decline in program effectiveness stemmed from implementation difficulties related to staff turnover, lack of teacher incentives, bureaucratic constraints, lack of follow-up, and the centralized style of government policy. Nevertheless, the program had important impacts on participants: changes in parents' and children's schoolhouses in Hopkinton, New Hampshire. Following a brief description of the typical one-room schoolhouse, the history of Hopkinton's one-room schoolhouses is traced from 1768, when a town meeting voted to construct two schoolhouses, to 1936, when the last one-room schoolhouses were closed. Hopkinton's original 21 one-room school districts are listed and located on a map. Comparison photographs depict the schools in the past and today. Interviews with local residents describe their experiences as students in four of the schools. School addresses are listed. (SV)

ED 425 906 RC 021 782

Kashti, Yitzhak
Boarding Schools at the Crossroads of Change: The Influence of Residential Education Institutions on National and Societal Development.
PUB DATE- 98
NOTE- 92p.; Co-published simultaneously in the journal, "Child & Youth Services," v19 n1 1998.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- *Boarding Schools; Case Studies; Change Agents; Elementary Secondary Education; *Foreign Countries; Institutional Environment; Nationalism; *School Role; *Social Change; Social Mobility; *Sociocultural Patterns
IDENTIFIERS- England; Hungary; Israel; Kibbutzim; Transylvania

This book examines how boarding schools have influenced their societal contexts. It shows that the view of boarding schools as agencies stabilizing or conserving social status and cultural traditions is not always valid. On the contrary, boarding schools may be educationally integrative and socially innovative, breaking up social structures by accelerating processes of mobility and change in society. In various historical periods and cultures, the boarding school took part in processes that concerned its societal contexts: establishing, strengthening, or changing political-cultural agenda. To support this assertion, three social-historical case studies are presented: (1) in 16th- and 17th-century Transylvania and Hungary, the Protestant Kollegium helped to create a new social status, the intelligentsia, which was foreign to traditional feudal society; (2) in the 19th century, British "public schools" promoted social mobility for middle-class youth, orienting them to upper-class culture and norms; (3) and during the 1920s-50s, the Israeli Youth Village, or kibbutz, aimed to meet the major challenge of nation-building by socializing and preparing immigrant youth for roles in Israeli society. (Contains 88 references, chapter notes, and an index.) (SV)

ED 425 907 SE 060 555

Biddulph, Fred, Ed.; Carr, Ken, Ed.
People in Mathematics Education. Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia (20th, Rotorua, New Zealand, July 7-11, 1997). Volume 1 and 2.
PUB DATE- 97
NOTE- 651p.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

*Science Education; *Scientific Literacy
IDENTIFIERS- *National Science Education Standards

This booklet is for parents who want to take an active role in improving the science program in their children's schools. The first section of this booklet argues that science should be a part of all students' education. The second section provides a vision of the curriculum and teaching in a classroom where students can gain the understanding of science and technology that they will need in society. Sections three and four outline how the National Science Education Standards can help improve the quality of the science being taught and how it is assessed. The last section suggests ways to become a partner in improving science teaching and learning in schools. (Contains 13 references.) (ASK)

ED 425 930   SE 061 941

Improving Teacher Preparation and Credentialing Consistent with the National Science Education Standards: Report of a Symposium.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; *Knowledge Base For Teaching; National Standards; *Preservice Teacher Education; *Professional Development; *Science Instruction; Science Teachers; *Teacher Certification; Teacher Improvement
IDENTIFIERS- National Science Education Standards

In February, 1996, representatives of departments of education and major teacher education colleges in 39 states, the District of Columbia, the U.S. Virgin Islands, and the U.S. Department of Defense met at the National Academy of Sciences in Washington, D.C. to identify and discuss issues surrounding the preparation and credentialing of science teachers. Central to this symposium were the criteria identified by the National Science Education Standards for effective science teaching and effective professional development for science teachers. This synopsis is intended to encourage reflection by participants and their colleagues at the state level on the issues identified, reactions to those issues from a variety of perspectives, and strategies for addressing those issues as outlined by others. Responses include: (1) "The Need for Scientifically Literate Teachers" (Bruce Alberts); (2) "The Need for Reform in State Policy" (William Randall); (3) "The Need for Reform in Teacher Preparation Programs" (Robert Watson); (4) "Implications of the Standards for Teacher Preparation and Certification" (Pascal Forgione); (4) "Response to Dr. Forgione" (Angelo Collins); (5) "The Standards: A Guide for Systemic Reform" (Rodger Bybee); (6) "The Standards: A Guide for Professional Development" (Susan Loucks-Horsley); (7) "The Montana Systemic Teacher Education Preparation Project" (Robert Briggs and Elizabeth Charron); (8) "The Louisiana Collaborative for Excellence in the Preparation of Teachers" (Kerry Davidson, William Deese, Linda Ramsey, and Carolyn Talton); (9) "The Connecticut Science Education Assessment Program" (Michal Lomask and Raymond Pecheone); (10) "Reflections on Pre-service Education and Teachers' Needs" (William Badders and Celeste Pea); (11) "Response to the Teachers' Comments" (Arthur Wise); (12) "A Science Educator's Perspective on Teacher Education" (Paul Kuerbis); (13) "The Role of Undergraduate Science Courses in Teacher Preparation" (Patricia Simpson); (14) "A Principal's Perspective on the K-12

Indian students but was not significantly different from that of Asian/Pacific Islander students. At the eighth grade, White students in Colorado had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 945 SE 062 116

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Connecticut. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 217p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Connecticut; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Connecticut 2,565 students in 105 public schools and 245 students in 13 nonpublic schools were assessed at the fourth-grade level and 2,485 students in 102 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Connecticut fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its than that of Hispanic students. (ASK)

ED 425 956 SE 062 127

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Maryland. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maryland; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Maryland, 2,465 students in 99 public schools were assessed at the fourth-grade level and 2,137 students in 89 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Maryland fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Maryland was 221 compared to 222 throughout the United States and the average mathematics scale

DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Jersey; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In New Jersey, 1,961 students in 78 public schools were assessed at fourth-grade. This report describes the mathematics proficiency of New Jersey fourth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in New Jersey was 227 compared to 222 throughout the United States. The average mathematics scale score of fourth and eighth grade males was higher than that of females in New Jersey; nationwide, however, the performance of males did not differ significantly from that of females. At the fourth grade, White students in New Jersey had an average mathematics scale score that was higher than that of Black and Hispanic students but was lower than that of Asian/Pacific Islander students. (ASK)

ED 425 967 SE 062 138

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for New Mexico. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 216p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr,

reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Utah

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Utah, 2,625 students in 106 public schools and 146 students in 7 nonpublic schools were assessed at the fourth-grade level and 2,697 students in 95 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Utah fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 4 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Utah was 227 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Utah was 277 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Utah or the nation. At the fourth grade, White students in Utah had an average mathematics scale score that was higher than that of Hispanic and American Indian students. At the eighth grade, White students in Utah had an average mathematics scale score that was higher than that of Hispanic students but

Hoge); (2) "South Korea and Its Culture" (Mariam Baradar); (3) "Family Celebrations" (Mary Haas); (4) "Korean Culture Mystery Box" (Marlene M. Johnson); (5) "Using Korean Numbers" (Harold Christensen); (6) "Korea's Vision for the Future" (William Wilen); and (7) "East Meets West" (Burnell Peterson). Part 5, "Economy," examines: (1) "Characteristics of Korea Today" (Mary Haas); (2) "Korea: Still Land of the Morning Calm?" (Rick Borries); (3) "Graphing South Korea's Industrial Growth" (Harold Christensen); and (4) "Korea: A Model for Development" (Gail Tamaribuchi). Part 6, "Literature," suggests: (1) "Impossible Goodbyes" (Arthur Svensen); (2) "Using Korean Literature: Village Life and Customs" (Gregory Tumminio); (3) "Using Korean Literature: Korea's Tragic Past" (Gregory Tumminio); (4) "Using Korean Literature: Korean Symbols" (Gregory Tumminio); (5) "Using Korean Literature: Political Conflict and Personal Relationships" (Gregory Tumminio); and (6) "Using Korean Literature: Gender and Korean Society" (Gregory Tumminio). Part 7 offers "Resources on Korea" with "Using the Internet to Explore Korea" (S. Rex Morrow). (EH)

ED 425 989 SO 027 985

Sass, Charles R.
Talking Peace with Jimmy Carter. Teacher's Guide.
PUB DATE- 95
NOTE- 22p.; This printed guide accompanies a 30-minute videotape showing Jimmy Carter in a question-and-answer forum with students. Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Current Events; Diplomatic History; *Foreign Policy; Instructional Materials; *International Relations; *Peace; *Presidents of the United States; Secondary Education; Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *Carter (Jimmy)

This guide accompanies a videotape designed to provide students with insights on former president Jimmy Carter's views on peace and mediation. Activities emphasize key ideas relating to conflict resolution and human rights issues. Each activity uses student handouts and can be completed in one to three class periods. Activities include: (1) "What is 'Peace'?"; (2) "The Causes of Conflict"; (3) "Viewing the Video"; and (4) "You Be the Mediator." Additional suggestions are offered, as wall as background information, quotations about peace, statements about conflict, a viewer's guide, and mediation scenarios. (EH)

ED 425 990 SO 028 166

Mittler, Gene A.
World History & Art Transparencies Strategies & Activities .
PUB DATE- 97
NOTE- 163p.; Package includes 52 art transparencies and the Art Strategies and Activities Guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Art; Art Criticism; Art Education; *Art History; Cultural Context; Instructional Materials; Secondary Education;

untrained SIP staff, triple the size of the target audience due to expanded municipal boundaries, overriding and non-child-centered influence of the KCPE (Kenyan Certificate of Primary Education), and quality dissipation in training. Specific recommendations are offered for the program, training, and policy. The four chapters include: (1) "Background and Project Description"; (2) "Evaluation Study"; (3) "Findings"; and (4) "Discussion and Recommendations." (Contains 16 references.) (EH)

ED 426 010 SO 029 230

Wadley, Susan, Ed.; Ramamurthy, Priti, Ed.
Spotlight on Ramayana: An Enduring Tradition.
SPONS. AGENCY- Collaborative for Humanities and Arts Teaching.; National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 95
NOTE- 368p.; Funding also provided by CHART, Collaboratives for Humanities and Arts Teaching.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Foreign Countries; *Indians; *Instructional Materials; Literature; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies
IDENTIFIERS- *India; *Ramayana

This collection of lessons was developed by teachers in an institute focusing on teaching about India and the Ramayana. Essays providing background information are "The Oral Tradition and the Many 'Ramayanas'" (Philip Lutgendorf) and "Bringing Ramayana into the Classroom" (Hazel Sara Greenberg). After an introduction by Susan Wadley, a Ramayana glossary, a piece called "The Ramayana! A 'Telling' of the Ancient Indian Epic," and maps of India, the sections include: (1) "How is Ramayana Part of the Great Storytelling Tradition?"; (2) "To What Extent Does Ramayana Introduce India and Its Culture?"; (3) "To What Degree Does Ramayana Help Us Comprehend Hindu Values and Religion?"; (4) "How Can Ramayana Help Us Gain an Understanding of Hindu Rituals?"; and (5) "How Does Ramayana Reflect Change Over Time and Space?" There are 25 units with lessons throughout the five sections. A glossary and maps accompany the lessons. (EH)

ED 426 011 SO 029 236

Vestergaard, Evija
Educational Standards in Environmental Education: Lessons for Latvia.
PUB DATE- 97
NOTE- 142p.; Master of Arts Thesis, University of Maryland, College Park.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Standards; *Comparative Education; Conservation Education; Environment; *Environmental Education; *Foreign Countries; Futures (of Society); Global Education; Natural Resources; Pollution; Science and Society
IDENTIFIERS- Austria; *Latvia; Netherlands; United Kingdom

This study compares environmental education historically and in the present, as well as the environmental problems, in the Republic of Latvia with those in the United States, the United

Confluent educators support the work of researchers with practical experiences in the use of reflection and metacognition. This paper considers the implications for educational researchers and provides recommendations for ways to develop educational initiatives that strengthen researcher skills. (EH)

ED 426 031   SO 029 391

Glewwe, Paul; Patrinos, Harry Anthony
The Role of the Private Sector in Education in Vietnam: Evidence from the Vietnam Living Standards Survey. Living Standards Measurement Study Working Paper No. 132.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Studies; Comparative Education; Developing Nations; *Economic Development; Educational Attainment; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Private Education; *Public Education; Social Science Research
IDENTIFIERS- *Vietnam

This paper uses data from the 1992-93 Vietnam Living Standards Survey (VLSS) to determine the nature of private schooling in Vietnam. With the restructuring of the educational system, some public institutions have been transformed into private ones, some "people's" and community educational institutions have been established, and some rare private institutions have been established. Estimates of the determinants of the choice among public, private, and semi-public schools indicate that better off households are less likely to send their children to semi-public schools but more likely to send them to private schools. Estimates of the determinants of private (household) expenditures on education show that willingness to spend on education increases as the incomes of Vietnamese household rise. No significant effect of religion or ethnicity are found, except that the Chinese have a higher level of schooling attainment and are more likely to attend private schools. Wage regressions indicate that those who attended private school receive higher wages than individuals with the same level of school attainment who attended public schools. The importance of parental education, especially mother's education, as a determinant of children's ultimate attainment is confirmed. One implication of this is that any targeting efforts, such as the provision of scholarships or vouchers, should consider using parental education to determine eligibility. Sections of the report include: (1) "Introduction"; (2) "Overview of the Education System in Vietnam"; (3) "The Current Role of Private Education in Vietnam"; (4) "An Analysis of the Prospects for, and Benefits of, Expansion of the Private Sector"; and (5) "Summary and Conclusion." The appendix offers "Determinants of School Choice, Upper Secondary Level, 1992-93." (EH)

ED 426 032   SO 029 392

Ziemann, G. Patrick
Catholic Education - We Come To Share Our Story.
PUB DATE- 97
NOTE- 10p.; Paper presented the Annual Meeting of the National Catholic Educational Association (Minneapolis, MN, April 1-4, 1997).
LANGUAGE- English

Will Technology Really Change Education? From Blackboard to Web.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Radio; Teaching Methods; Television

This book examines what the current push for classroom computers means for teacher educators, focusing on what we know about the current use of technology in education, how the current push for computer technology compares with the histories of previous technologies in educational reform, how we can use knowledge of teaching to guide our use of technology, and what role technology might play in the future of teacher education, Chapter 1 provides teacher educators with a set of questions to guide their thinking about technology and its use in classrooms. Chapter 2 examines current practice and thinking regarding technology, discussing how technology is being applied in schools and technology's role in teacher education. Chapter 3 discusses the successes and failures of previous attempts to integrate technologies into schools, looking at the poor reception of high technologies (film, radio, and television) and the success of modest low technologies (notebooks, the chalkboard, and overhead projectors). Chapter 4 describes how technology can complement and supplement models of instruction, exploring the potential of technology to enhance the components common to any instructional model. Chapter 5 foreshadows what the future might hold for teacher education. (Contains 53 references.) (SM)

ED 426 052   SP 038 254

Levine, Marsha, Ed.
Designing Standards That Work for Professional Development Schools. Commissioned Papers of the NCATE PDS Standards Project.
PUB DATE- 98
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College School Cooperation; *Educational Quality; Elementary Secondary Education; Higher Education; *National Standards; National Teacher Certification; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

This book presents seven papers that focus on the design of standards for Professional Development Schools (PDSs), highlighting the National Council for the Accreditation of Teacher Education (NCATE) Professional Development School Standards Project. The first paper, "Designing Standards That Work for Professional Development Schools" (Marsha Levine), introduces the topic. The second paper, "Worthy of the Name: Standards for the Professional Development School" (Gary Sykes), examines arguments for and against developing standards for PDSs. The third paper, "Professional Development Schools: A Literature Review" (Lee Teitel), analyzes the state of the art on the subject. The fourth paper, "The NCATE Professional

Instructional Validity, Opportunity To Learn and Equity: New Standards Examinations for the California Mathematics Renaissance.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 32p.; In collaboration with University of Colorado at Boulder, Stanford University, the RAND Corporation, University of California, Santa Barbara, University of Southern California, Educational Testing Service, and University of Pittsburgh. For other reports in this series, see TM 029 287 and TM 029 289-292.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Standards; Educational Change; *Equal Education; Intermediate Grades; Junior High Schools; *Mathematics Achievement; *Mathematics Education; Mathematics Tests; Middle Schools; *Racial Differences; Tables (Data); Teachers; *Test Validity

IDENTIFIERS- *Middle School Students; New Standards Project (LRDC); *Opportunity to Learn

Data from the Spring 1996 administration of the New Standards Mathematics Reference Examination for Middle Grades were used to examine the instructional validity of the Reference Examination, opportunity to learn, and equity in the context of the California Mathematics Renaissance program. Student (n=1,936) and teacher (n=105) responses to the opportunity to learn questionnaires and student performance were compared between the Renaissance (classes of 43 teachers) and nonRenaissance groups (called the multi-state group). Results show that Renaissance teachers had more opportunities to participate in reform-oriented professional development activities than teachers in a multi-state comparison group and that Renaissance classroom practice reflected these teacher learning opportunities. Renaissance students also showed significantly higher levels of performance on Skills and Problem Solving clusters of the New Standards examination compared to students in the multi-state group, after adjusting for student background characteristics. Furthermore, the achievement results on Skills show a smaller performance gap between white and minority students in the Renaissance group than the multi-state group regardless of levels of socioeconomic status (i.e., parent education). The results also show a positive effect of reform-oriented instructional strategies on the outcomes in all three clusters. These results suggest the instructional validity of the New Standards Reference Examinations and a generally positive effect on equity of educational opportunity in the Renaissance program. (Contains 12 tables and 33 references.) (Author/SLD)

ED 426 072 TM 029 294

Wang, Tianyou; Hanson, Bradley A.; Harris, Deborah J.

The Effectiveness of Circular Equating as a Criterion for Evaluating Equating.

PUB DATE- 98

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Equated Scores; Evaluation Methods; Heuristics; Sampling; Simulation; Test Construction; *Test Format

IDENTIFIERS- *Circular Equating; Randomization

Chatham, Kathy
Planned Contrasts: An Overview of Comparison Methods.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; *Comparative Analysis; Correlation; *Hypothesis Testing; *Research Methodology
IDENTIFIERS- Orthogonal Comparison; *Planned Comparisons; Power (Statistics); Type II Errors

Contrasts or comparisons can be used to investigate specific differences between means. Contrasts, as explained by B. Thompson (1985, 1994) are coding vectors that mathematically express hypotheses. The most basic categories of contrasts are planned and unplanned. The purpose of this paper is to explain the relative advantages of using planned contrasts rather than unplanned contrasts and to illustrate several different planned contrasts that are available. Planned contrasts are designed to test predetermined specific hypotheses and have more statistical power against Type II errors than unplanned comparisons. The most common distinction among planned contrasts is whether they are orthogonal (uncorrelated) or nonorthogonal. A hypothetical data set illustrates the difference between the two. Descriptions are also given of more specific coding methods for contrasts. These methods include trend versus nontrend analyses, dummy coding, and effect coding. The use of planned contrasts is often a good alternative to traditional analysis of variance. (Contains 4 tables and 18 references.) (SLD)

ED 426 093 TM 029 323

Heidgerken, Amanda D.
The Importance of Structure Coefficients in Interpreting Regression Research.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Regression (Statistics); *Research Methodology; Research Reports; School Psychologists
IDENTIFIERS- *Beta Weights; *Structure Coefficients

The paper stresses the importance of consulting beta weights and structure coefficients in the interpretation of regression results. The effects of multilinearity and suppressors and their effects on interpretation of beta weights are discussed. It is concluded that interpretations based on beta weights only can lead the unwary researcher to inaccurate conclusions. Despite warnings, though, researchers are still using only beta weights in the interpretation of regression analyses. A review of the techniques used to interpret regression results in articles from the "Journal of School Psychology" was conducted. Three examples are presented of cases in which interpretation of both beta weights and structure coefficients may have led to

(Contains one table and two references.) (SLD)

ED 426 113 TM 029 347

Wendt-Keswick, Karen; Paredes, Theresa
Delta Program Third Year Implementation. FEEDBACK, Publication No. 97.14.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Data Collection; *Dropout Prevention; Dropout Programs; Elementary Secondary Education; *High School Graduates; High School Students; High Schools; Hispanic Americans; Program Evaluation; *Program Implementation; *Reentry Students
IDENTIFIERS- African Americans; *Austin Independent School District TX

The DELTA program of the Austin Independent School District (AISD) (Texas) is an open-entry, open-exit competency-based diploma program in 10 high schools that is designed to help recover former dropouts and to prevent students who are at risk from dropping out. Instruction in the program is individualized and self-paced, but goals for the DELTA program are aligned with other AISD academic programs. In 1997-98, the third year of program operation, the DELTA program served 858 male and 766 female students. Nearly half (47%) were Hispanic Americans, and 20% were African Americans. Evaluation of the DELTA program shows that the number of students served by the program continued to increase in the third year. During its 3 years of operation the program has served increasing numbers of seniors, who need fewer credits to graduate, and this has contributed to a decrease in the number of credits earned by program participants. Findings of the evaluation indicate that the DELTA program is successfully meeting the goals of serving the target population and helping recovered and prevented dropouts stay in school and earn high school diplomas. Recommendations are made for program improvement. These include improvement of data collection techniques to evaluate the program's impact more thoroughly. (Contains three figures.) (SLD)

ED 426 114 TM 029 396

Haskell, Robert E.
Academic Freedom, Tenure, and Student Evaluation of Faculty: Galloping Polls in the 21st Century. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Freedom; Evaluation Problems; Faculty College Relationship; *Faculty Evaluation; Faculty Promotion; Freedom of Speech; Grading; Higher Education; *Legal Problems; Libel and Slander; Privacy; Reliability; *Student Evaluation of Teacher Performance; Teacher Attitudes; *Tenure; Validity

Despite a history of conflicting research on its reliability and validity, student evaluation of faculty (SEF) has typically not been viewed as an infringement on academic freedom; it has

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Cultural Awareness; *Disadvantaged Youth; *Educational Environment; Ethnography; Inner City; Kindergarten; *Kindergarten Children; Learning; *Males; *Preschool Teachers; Primary Education; Teaching Methods; Urban Schools
IDENTIFIERS- Milwaukee Public Schools WI

This ethnographic study of a male kindergarten teacher in inner-city Milwaukee (Wisconsin) provides a picture of a classroom in which children from one of the city's most troubled neighborhoods work peacefully as they learn reading, writing, and other school knowledge. Most important, perhaps, is that they learn a way to act and participate in school that will serve them throughout their lives. Observations from the study show that the teacher works to create a safe, warm environment by making connections with home and family, by assuring children that nothing bad is going to happen, and by encouraging laughing and joking. He also makes the classroom a predictable text by building the days and weeks from events and activities that are consistent throughout the school year, and he spends much time and energy on direct teaching of what the children are supposed to do. These practices reflect notions of culturally relevant teaching found in the work of L. Delpit and G. Ladson-Billings. (SLD)

ED 426 131 UD 032 683

Hakkinen, Kirsti, Ed.
Multicultural Education: Reflection on Theory and Practice.
PUB DATE- 98
NOTE- 237p.; Selected papers from the International Conference on Multicultural Education (Jyvaskyla, Finland, October 16-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Awareness; Curriculum Development; Educational Planning; Educational Policy; Educational Practices; Educational Theories; Elementary Secondary Education; Ethics; Foreign Countries; Immigrants; *Multicultural Education; Program Descriptions; Student Mobility; Teaching Methods; *Theory Practice Relationship

The 21 papers review the most recent research approaches to multicultural education and discuss initiatives for new methods of teaching and learning. More than 400 people from 12 countries participated in this conference. The first section, "Theoretical Reflections on Multicultural Education," contains five articles on curriculum development and two dealing with the ethical principles that guide research in the field of multicultural education. The four papers of part 2, "Multicultural Teaching Practices and Migrant Teaching," concentrate on research on multicultural teaching and learning practices. Part 3, "Practical Examples of Multicultural Education in Different Disciplines," contains six examples of multicultural education projects. "International Student Mobility as a Challenge for Educational Institutions," part 4, contains four papers focusing on the mobility of students. Part 5 centers on "Development Perspectives for Educational Policy Planning in Africa." Each paper contains references. (Contains 10 figures and 5 tables.) (SLD)

ED 426 132 UD 032 684

more than once. In all likelihood, she is currently unemployed. However, almost half of the homeless families have never received welfare, and 14% received it for less than 1 year. In addition, many parents have a strong work history. Twenty percent are currently employed, and virtually all held a long-term job at some point. Many of Newark's homeless families are low-income working poor. The primary reasons families cite for becoming homeless are doubled-up and tripled-up living situations (overcrowding or disagreements). Another 25% report being unable to pay rent, heading directly to a shelter for assistance. Findings demonstrate that family homelessness in Newark is at a critical stage. It is recommended that current welfare policies leading to overcrowded living situations must be changed, and additional forms of housing assistance must be provided in order to prevent the working poor from traveling "up the down staircase." (Contains 7 figures and 11 endnotes.) (SLD)

ED 426 151 UD 032 706

School-Based Health Centers. Technical Assistance Sampler.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Ancillary School Services; Children; *Delivery Systems; Elementary Secondary Education; *Information Dissemination; Program Descriptions; Resource Materials; Resources; Technical Assistance
IDENTIFIERS- *School Based Health Clinics

The rapid growth in the number of school-based health centers reflects the interest schools and communities have for this approach to the delivery of health care to children and adolescents. This technical assistance sampler contains information about resources for those developing or operating school-based health centers. The first section contains information about the history and operation of school-based health centers, including a description of experience with these centers in Texas. The second section lists 39 general references that include discussions of school-based health centers. The third section lists 23 documents prepared by the Center for Mental Health in Schools and its Clearinghouse and 25 documents prepared by other state and national services that are available through the Clearinghouse. The fourth section contains a template of essential and optional services provided by comprehensive school-based health centers. Section Five describes seven model programs, and section six lists agencies, organizations, and Internet sites that provide information about school-based health centers. The seventh section lists experts who have agreed to be part of a consultation cadre about school-based health centers. An appendix discusses the challenges of limited financial resources. (SLD)

ED 426 152 UD 032 707

Wright, Marguerite A.
I'm Chocolate, You're Vanilla: Raising Healthy Black and Biracial Children in a Race-Conscious World.

Higher Education; Instructional Development; Instructional Materials; *Instructional Systems; Laboratories; Learning Strategies; Local Area Networks; Material Development; Mathematics Instruction; Multimedia Instruction; Multimedia Materials; Systems Development
IDENTIFIERS- Bennett College NC

Bennett College (North Carolina) has developed the use of an Integrated Computerized Instructional Support System (ICISS) featuring the use of large networked test-banks, a sophisticated test management system, application software, and multimedia. These materials are used both for interactive learning experiences in the classroom and for practice, drill, and tutorial in the computer laboratory. The system involves students in the learning process by providing interactive questions from the test-bank and visual presentation of concepts. The integration of test-banks for computer-based testing, textbooks, and electronic lecture notes allows the delivery of a variety of teaching methods and caters to a variety of learning styles. The ICISS has been set up on local area networks in two computer classrooms so that a variety of teaching/learning approaches can be used. Direct lecturing, writing on the board, class discussion, and seat work are combined with computer drill and practice and class projection of multimedia lecture materials. Learning lab activities and individualized use of these materials round out the entire teaching/learning package. At Bennett, the main use of the materials has been in teaching a variety of first- and second-year mathematics courses. (AEF)

ED 425 737 IR 019 225

Hogle, Jan G.
Considering Games as Cognitive Tools: In Search of Effective "Edutainment."
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Active Learning; *Computer Games; Computer Simulation; Critical Thinking; *Educational Games; Experiential Learning; Feedback; Instructional Innovation; Instructional Materials; Learning Activities; Simulation; Skill Development; Student Motivation; Teaching Methods; Thinking Skills; World Wide Web

Use of educational games to supplement traditional classroom lectures is purported by some researchers to increase interest, motivation, and retention, as well as to improve higher order thinking and reasoning skills. This paper reviews proposed benefits of using games as cognitive tools, and discusses the complexities of assessing those benefits. The paper is divided into three main sections. The first section defines terminology, citing the most commonly used definitions found in the literature. The second section describes proposed benefits of educational games, reviewing issues of motivation, retention, higher order skills, and effects of practice and feedback. The last section discusses several factors which must be considered when attempting to measure these proposed benefits, including issues of learner differences, assessment methods, and implicit knowledge. Five figures present a possible model of the interrelationship between microworlds, simulations, and games, as well as Web screen copies of different games. (Contains 43 references.) (AEF)

(1) "Mission and Purpose of Academic Libraries in the 21st Century"; (2) "Management and Organizational Structure of Digital Libraries"; (3) "Services and Resource Sharing in a Networked Environment"; (4) "Management of Electronic Information"; (5) "Libraries and Distance Learning"; and (6) "Professional Development and Continuing Education." (AEF)

ED 425 756 IR 057 257

Library Resources for the Blind and Physically Handicapped. A Directory with FY 1997 Statistics on Readership, Circulation, Budget, Staff, and Collections.
PUB DATE- 98
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Blindness; *Braille; Directories; *Information Sources; *Library Collections; Library Materials; Library Networks; *Library Services; Library Statistics; *National Libraries; Physical Disabilities; Regional Libraries; Special Libraries; Tables (Data)
IDENTIFIERS- *National Library Service

This document lists resources for the blind and physically handicapped in National Library Service (NLS) network libraries and machine-lending agencies, arranged alphabetically by state. Within each state, the regional library appears first, followed by subregional libraries (in any) listed alphabetically by city. In several states, two regional libraries have been established; in these instances, the specific service area of each library is shown. County service areas are also listed for subregional libraries, but for libraries that serve 18 or more counties, the outlying or border counties are listed while those in the center of the service area are not. Regional libraries that also function as machine-lending agencies are identified by an asterisk. Separate machine-lending agencies (if any) are listed as the final entry for a state. Regional libraries designated as braille-lending libraries are identified by a number symbol. For libraries not designated as braille-lending libraries, braille collections are listed under the special collections category. Other library resources at the national level are arranged alphabetically by the name of the organization. Each entry indicates eligibility requirements, special media available, subject coverage, and lending policies. Appendices contain tables of statistics on readership and circulation and budget, staff, and collections for Fiscal Year 1997. (AEF)

ED 425 757 IR 057 258

Peete, Gary R.
Business, Government, and Law on the Internet. A Hands-On Second Edition. Workshop. Internet Workshop Series Number 3.
PUB DATE- 99
NOTE- 170p.; Includes a 3.5 inch PC-/Mac-compatible computer disk containing over 250 invaluable bookmarks for use with Netscape and Internet Explorer, as well as practice files for both browsers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

admission students must have a 2.0 GPA, must have taken more than 30 units, and must be eligible for Freshman Composition. Included in this explanatory pamphlet are the following sections: (1) Introduction to SSTI; (2) Voices from the Institute; (3) A Learning Organization; (4) The Students; (5) The Classroom Experience; (6) Role of the Classroom Teacher: Promoting Transformation; (7) Role of the Counselor: Emotional Center of the Classroom; (8) Role of the Teaching Assistant: Bridge between Students and Staff; (9) The Student Experience; (10) Spinoffs and Unintended Consequences; (11) Lessons Learned; and (12) A Note on Method. (AS)

ED 425 776   JC 990 025

Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjunct Faculty; College Faculty; *College Governing Councils; *Community Colleges; *Educational Legislation; *Educational Policy; *Part Time Faculty; Two Year Colleges
IDENTIFIERS- *Academic Senate for California Community Colleges

At the 1996 Spring Plenary Session, the Academic Senate for California Community Colleges (ASCCC) passed resolution S961.5, which authorizes the participation of part-time faculty on the Executive Committee. The assurance of participation of part-time faculty on the Executive Committee of the ASCCC at first appeared a simple proposal, but was soon recognized as far more complex, raising many issues that require resolution before a reasonable recommendation can be reached. The issues discussed document several plenary session breakouts and committee discussions: (1) part-time faculty's limited opportunity to serve locally; (2) part-time faculty's limited opportunity to serve at the state level; (3) load and reassigned time; and (4) election process. Included is supplementary information on the aims and functions of the academic senate and executive committee, as well as roles and responsibilities of senate delegates before, during, and after the session. Several recommendations are made, with regard to policy development, mentoring and leadership processes, and reassigned time, for increasing the opportunities for part-time faculty members to be elected to the Executive Committee of the ASCCC. Appended are the local senate 1997 survey results and the Attorney General's opinion on the topic. (AS)

ED 425 777   JC 990 026

The Future of the Community College: A Faculty Perspective.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Role; *Community Colleges; *Educational Assessment; *Educational Change; *Faculty College Relationship; *Futures (of Society); Institutional Evaluation; Program Evaluation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This booklet discusses the future of California community

Parker, Faith Lamb; Piotrkowski, Chaya S.; Kessler-Sklar, Susan; Baker, Amy J. L.; Peay, Lenore; Clark, Beryl
The Impact of Parent Involvement in Head Start on Parents and Children. Final Report and Executive Summary.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Project Head Start.; Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 213p.; Prepared in collaboration with the Ft. George Community Enrichment Center, Inc., and Staten Island Mental Health Services Head Start.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Early Childhood Education; Individual Characteristics; Longitudinal Studies; Parent Influence; *Parent Participation; Parents; Preschool Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Project Head Start

From its inception, Head Start's legislative mandate called for "maximum feasible participation" of parents in all programmatic efforts and policy decisions. Nevertheless, there has been little research done on the benefits of Head Start to parents and on the role of parents as mediators of child and family outcomes. The Head Start Parent Involvement Project in 1990 explored this virtually untapped area. This five-year initiative consisted of three parts: (1) a parent survey exploring life events and experiences that might function as barriers to parents' participation in Head Start; (2) a longitudinal study of parent involvement in Head Start assessing its impact on parents, Head Start children, and their siblings; and (3) an intervention focused on staff development and training to enhance staff's work with Head Start parents. The executive summary and final report describe each part of the initiative and its results. Major findings on parental participation in Head Start include: (1) that it improves family life through improved parent-child relationships, enhanced home learning environments, children's greater social competence, greater parental involvement in elementary school, and increased parental self-sufficiency; and (2) that parents who get involved in Head Start reported needing education, job training, or paid employment at the beginning of the Head Start year; were not pregnant; were not engaged in self-sufficiency promoting activities; had greater expectations for their child's long-term school success; and had a younger child in Head Start. The summary includes policy and program recommendations. Eighteen tables and three figures are appended to the final report. The final report contains 78 references. (EV)

ED 425 797 PS 026 060

Lista de control para ayudarle a su nino o nina con la tarea de la escuela (A Checklist for Parents To Use in Helping Their Son or Daughter with Homework.)
PUB DATE- 97
NOTE- 2p.; For English version, see ED 401 045. Published as an 11 inch by 17 inch "poster"; reduced by ERIC to 8.5 inch by 11 inch for filming.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

examination during police custody; (10) sanctions in case of arbitrary arrest or detention; (11) validity of confessions obtained under torture; (12) prosecution of those responsible for torture; (13) sanctions for those who torture children; (14) sanctions of other offenses against children; (15) discrimination regarding children; and (16) minorities or native groups. Following its own conclusions, the report includes a summary of observations and recommendations by the U.N. Committee on the Rights of the Child--Algeria, in the following areas: positive factors, factors and difficulties impeding the implementation of the convention, principal subjects of concern, and suggestions and recommendations. (EV)

ED 425 814 PS 027 059

Partners for Learning: Preparing Teachers To Involve Families. Teacher and Administrator Preparation Kit.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 39p.; A set of 17 overhead transparencies converted into a printed document. Print on some pages is not clear.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Parent Attitudes; *Parent Participation; Parent School Relationship; Parent Student Relationship; Partnerships in Education; *Staff Development; Student Attitudes; Student Needs
IDENTIFIERS- Department of Education

Highlighting the positive effects of parent involvement in schooling on children's achievement, this set of overhead-projector transparencies for staff training provides a rationale and strategies for encouraging parents to actively participate in their child's schooling. The overheads define family involvement, note research and opinion on the benefits of involvement for school success, and outline ways to improve family involvement and the ways families can participate. One transparency illustrates a five-step partnership process: (1) come together as a team; (2) identify and commit to shared responsibilities; (3) implement strategies for success; (4) evaluate the results of the partnership; and (5) strengthen the partnership. Ways to access information from the U.S. Department of Education are included. (HTH)

ED 425 815 PS 027 107

Howard, Jo
Bringing Up Boys: A Parenting Manual for Sole Mothers Raising Sons.
PUB DATE- 98
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Discipline; Foreign Countries; Intervention; Mother Attitudes; *Mothers; *One Parent Family; *Parent Child Relationship; Parent Education; Program Guides;

the development of young children: (1) the first videoconference entitled, "The Leading Edge"; (2) new position statement entitled "Learning to Read and Write"; (3) enhancements to NAEYC's accreditation system; (4) improvement in information exchange and idea testing; and (5) taking and promoting positions. In addressing the second goal, the report describes the following contributions: (1) new public policy activities; and (2) new public awareness activities. In addressing the third goal, the report describes the Summit II conference, held to explore structural changes necessary to meet the needs of the membership. The report concludes with a brief financial summary for the year. (SD)

ED 425 835 PS 027 140

Mitchell, Anne; Ripple, Carol; Chanana, Nina
Prekindergarten Programs Funded by the States: Essential Elements for Policy Makers.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Educational Finance; *Educational Legislation; *Financial Support; *Preschool Education; Program Descriptions; School Funds; State Action; State Aid; *State Programs
IDENTIFIERS- Project Head Start; *State Initiatives; State Policy; State Role; *United States

This report summarizes the essential elements of state-funded prekindergarten programs across the United States. To be included in the report, a program had to be supported primarily by state funds, have early education as a goal, focus on children younger than kindergarten entry age, and provide direct service to children rather than concentrate primarily on educating their parents. Eleven states were not represented because they did not appropriate state funds for any specific program. The report, comprised of tables and charts, begins with a table of states that fund prekindergarten and/or Head Start programs. The second table indicates agencies eligible to offer prekindergarten programs by state, including public school districts and other agencies. The third table addresses quality control, evaluation, and planning in prekindergarten programs by state, while the fourth table indicates age and income targeting in prekindergarten programs by state. The remainder and bulk of the report details each qualifying state and indicates the following: (1) name of the program(s); (2) history; (3) population served; (4) hours of operation; (5) number of children served; (6) eligible pre-k providers; (7) administrative auspices; (8) program standards; (9) funds; (10) ongoing planning; (11) assessment of program performance; (12) evaluation of program; and (13) program contact. (SD)

ED 425 836 PS 027 142

Derman-Sparks, Louise; Gutierrez, Maria; Phillips, Carol Brunson
Teaching Young Children To Resist Bias: What Parents Can Do.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

a variety bar daily. The study discussed in this report was designed to answer two questions: (1) do the menus, as planned for third graders, meet the energy and nutrient requirements specified in 1995 U.S. Department of Agriculture (USDA) regulations; and (2) what are the energy content and nutrient content of the FPCM selected and eaten by third-graders? Findings indicate that elementary school lunches planned under the FPCM system succeed in, or very closely approach, meeting all 1995 USDA standards for the energy and nutrient content of elementary school lunches. Although the FPCM system succeeds, in large part, in serving meals that meet those standards, third-graders appear to be willing to eat only about 70 percent of the food offered. The report recommends implementing the FPCM system statewide and suggests providing menu guidelines and staff training, along with nutrition education for children to help schools serve and children eat lunches somewhat lower in fat and higher in iron than they currently do. The report notes that schools could also benefit from reviewing their menus for fiber and sodium content. Includes three appendices: (1) "List of Schools in Each Food Service Category"; (2) "Samples of Forms for Collecting Question 1 Data"; and (3) "Sample of Forms for Collecting Question 2 Data." (LPP)

ED 425 854 PS 027 224

Gazan, Harold S.
Regulation: An Imperative for Ensuring Quality Child Care. Working Paper Series.
SPONS. AGENCY- National Association for Regulatory Administration.
PUB DATE- 98
NOTE- 17p.; Revised paper originally presented at the Yale University Bush Center in Child Development and Social Policy (New Haven, CT, April 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; Child Caregivers; *Day Care; *Day Care Centers; Early Childhood Education; Federal Regulation; *Government Role; Information Needs; Inspection; Preschool Education; *Quality Control; Research Needs; State Regulation; State Standards
IDENTIFIERS- *Day Care Licensing; *Day Care Quality; Day Care Regulations; Regulatory Exemption

The demand for quality child care services from low- and middle-income families continues to increase. Government regulation is one means to ensure a basic threshold of high-quality care; however, political support for effective, comprehensive regulation of child care is declining. For example, few states require licensing staff to possess a degree in early childhood education or child development. Other areas of concern include statutory exemptions of child care providers based upon the number of children served within a private home or center and exemptions based upon religious affiliation or other geographic or programmatic factors. Recommendations for improved regulation are: (1) the establishment of educational and training standards for personnel responsible for implementing child care regulation; (2) a commitment to research in child care licensing; (3) creation of a National Center for Excellence for Regulatory Administration in Child Care; and (4) a commitment to increase the visibility of licensing as a part of a comprehensive approach to create high-quality child care in America. (Contains 21 references.) (LPP)

DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Foreign Countries; *Peer Relationship; *Play; *Preschool Children; Preschool Education; *Pretend Play; Social Cognition
IDENTIFIERS- England; False Beliefs; Singapore; *Theory of Mind

This study examined the relationship between preschool children's understanding of others' minds, as indicated in their performance on a false beliefs task, and the quality of their social interaction in shared pretend play. Participating were 48 pairs of preschool children enrolled in 4 preschools in both Singapore and the United Kingdom. Same-sex dyads were formed on the basis of the children's theory of mind status and familiarity with each other. Dyads were videotaped for 15 to 20 minutes while engaging in pretend play. Estimates of the quality of social interaction were obtained through the coding of visual regard and social play. Two clear findings emerged from the study. First, children with different "mind reading" abilities interacted in different ways. Children who did not pass the false belief task attained a low level of shared focus when playing together. Second, there were no cultural differences in this finding. When children who passed the theory of mind task were paired with a child who did not, the play was more interactive than when dyads were symmetric in their theory of mind status. (Contains 58 references.) (KB)

ED 425 873 RC 020 974

Steele-Inama, Marley; Joslin, Andrea; Pappas, Georgia; Lucero, Maria Guajardo
The 1996 LARASA Directory of Latino Agencies, Organizations, and Associations.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Advocacy; Community Development; Community Organizations; Elementary Secondary Education; Higher Education; *Hispanic Americans; Information Sources; Internet; Job Training; *Mexican American Education; Migrants; Professional Associations; Publications; Resources; *Scholarships; Social Services
IDENTIFIERS- *Colorado; *Latinos

This directory includes information on 155 Latino organizations, cross-community agencies, and professional and employee groups that serve the Latino population in Colorado. Each listing includes name and address, a mission statement, available services, and events sponsored by the organization. The directory also lists media sources, including Latino newspapers and magazines published in Colorado, national Hispanic print media, and Hispanic radio and television stations; organizations offering scholarships to Latino students; and Internet sites relevant to the Latino community. An index lists organizations and resources by issue area: advocacy, civil rights, community development, culture, economic development, information clearinghouses, education, the elderly, emergency services, employment and training, health, housing, immigration, job placement, migrant farmworkers, public policy, social and human services, technical assistance, women, and youth. (LP)

ED 425 874 RC 021 053

Shade, Barbara J. Robinson, Ed.
Culture, Style and the Educative Process: Making Schools Work for

educational and health attitudes, subsequent enrollment of many children in regular school, improved professional skills for teachers, and increased awareness among high-level officials of educational delivery problems among diverse populations. (SV)

ED 425 889 RC 021 752

Bennaars, Gerard A.; Seif, Huda A.; Mwangi, Doris
The Somalia Country Case Study. Mid-Decade Review of Progress towards Education for All.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Agency Cooperation; Case Studies; *Educational Needs; Elementary Education; Foreign Countries; *International Organizations; *Nomads; Religious Education; Rural Education; *War; Womens Education
IDENTIFIERS- *Anarchy; International Aid; Islam; Social Disruption; *Somalia; United Nations; World Declaration on Education for All

In 1995, the International Consultative Forum on Education for All commissioned case studies in developing countries as part of a mid-decade review of progress in expanding access to basic education. This paper examines the situation in Somalia, where civil war has completely destroyed the infrastructure of education. Part 1 summarizes Somalia's political history, leading to government collapse and interclan warfare in 1991; the history of traditional, Islamic, and colonial education in Somalia; and educational needs in the early 1990s. Part 2 describes efforts of United Nations agencies and nongovernmental organizations to coordinate provision of educational funding, materials, and technical assistance, and depicts the educational situation in each of Somalia's geographical zones. Part 3 critically analyzes the problems involved in the educational process, given the Somali crisis, examining efforts and needs in the areas of the Education for All initiative, the organization of education, curriculum development, teacher education, and community participation. This section also discusses the challenge of retaining girls in school after grade 3, the important role of community Koranic schools and Islamic schools, education of nomads (a large proportion of the population), emergence of voluntary women's educational associations, lack of vocational and higher education, and provision of education in refugee camps. Part 4 summarizes study findings and makes recommendations in each of the areas covered in Part 3. (SV)

ED 425 890 RC 021 753

Khishigbuyan, D.; Bandii, R.
School Drop-outs in Mongolia. Mid-Decade Review of Progress towards Education for All.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Child Labor; *Dropout Attitudes; Dropout Research; *Dropouts; *Economic Factors; Educational Needs; Elementary Secondary Education; Foreign Countries; Males; Rural Education; Surveys; *Teacher Attitudes
IDENTIFIERS- *Mongolia; United Nations; World Declaration on

DESCRIPTORS- *Classroom Environment; Educational Research; Elementary Secondary Education; Foreign Countries; Graphing Calculators; Imagery; Knowledge Base for Teaching; *Mathematics Education; Numeracy; Professional Development; *Teacher Education Programs
IDENTIFIERS- Australasia; New Zealand

This document contains both volumes of the proceedings of a conference of the Mathematics Education Research Group of Australasia (MERGA). Three keynote papers by Gordon Knight, J. Michael Shaughnessy, and Robyn Zevenbergen, and a practical implications paper by Lyn English are included. Seventy-five conference papers are included in these proceedings that focus on people in mathematics education, interactions among them, and the instructional materials employed. In the Short Communication Papers section there are 28 brief papers and poster sessions pertaining to the same broad topic. Topics treated in this section include graphics calculators, numeracy, use of imagery, professional development, and teaching stochastics. (DDR)

ED 425 908 SE 060 894

White, John R.
Hands-on Archaeology: Explore the Mysteries of History through Science.
PUB DATE- 98
NOTE- 200p.; Illustrated by Kelita Alberts.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Art; Biology; Elementary Secondary Education; Geography; Geology; *Hands on Science; History Instruction; Language Skills; Mathematics; *Science Activities; Science Instruction; Teaching Guides

This book aims to provide elementary and secondary school teachers with an accurate and readable guide to teaching a discipline seldom taught in pre-university curricula, archaeology. It also seeks to allow students the opportunity to join firsthand in the practice of a genuine science and thereby learn to appreciate the variety of skills and the magnitude of labor that goes into the collection of such data. This book is designed to inculcate in the minds of youngsters an appreciation of the fragility of the archaeological record while at the same time make them aware of their roles as potential stewards of the past. A detailed description of what to do during each phase of a successful dig is provided along with a series of ironclad rules that serve as the Mosaic Code for the teachers/archaeologists. An explanation and glossary of technical terms in common archaeological use, and a series of activities that could be used to supplement the archaeological fieldwork is also included. (DKM)

ED 425 909 SE 061 368

Harris, Julia L., Ed.
Multicultural Approaches in Math and Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English

School's Role in Preparing Teachers" (Mary Ann Chung); (15) "A Perspective on the State's Role: Motivation and Policy" (William Randall); (16) "Concern, Collaboration, Coordination, and Communication" (Jane Butler Kahle); (17) "Response to Dr. Butler Kahle from the State Perspective" (Terry Janicki); and (18) "Closing Remarks and Challenge for Next Steps" (Virginia Pilato). (ASK)

ED 425 931 SE 061 942

Beatty, Alexandra, Ed.
Learning from TIMSS: Results of the Third International Mathematics and Science Study. Summary of a Symposium.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Change; *Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Mathematics Education; National Competency Tests; Science Education; *Standardized Tests; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; *Third International Mathematics and Science Study

This summary report is an additional component of the effort to foster dialogue in the education research and policy communities. The major elements of the Third International Mathematics and Science Study (TIMSS) are described, and highlights of the discussion that took place at the symposium held on February 3-4, 1997 in Washington, DC by the National Research Council (NRC) are presented. Emergent themes are also explored. The first section provides a description of the study and of the presentations made by the TIMSS researchers. The following two sections summarize, respectively, the questions and critiques that presenters raised about the study itself and the major policy issues that were addressed. The last section summarizes the major ideas that emerged from the symposium. (Contains 18 references.) (ASK)

ED 425 932 SE 061 944

Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; American Mathematical Society, Providence, RI.
PUB DATE- 97
NOTE- 95p.; Funding also received from the Burroughs-Wellcome Fund.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Engineering Education; *Mentors; Modeling (Psychology); *Professional Development; *Science Education

This guide is meant to assist mentors and advisors in understanding how they might help students identify and respond to the challenges of becoming scientists or engineers. The guide--intended for faculty members, teachers, administrators, characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Connecticut was 232 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Connecticut was 280 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males was higher than that of females in Connecticut; nationwide, however, the performance of males did not differ significantly from that of females. The average mathematics scale score of eighth grade males did not differ significantly from that of females in either Connecticut or the nation. At the fourth grade, White students in Connecticut had an average mathematics scale score that was higher than that of Black and Hispanic students. At the eighth grade, White students in Connecticut had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 946 SE 062 117

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Delaware. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 211p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Delaware; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Delaware, 1,984 students in 51 public schools were assessed at the fourth-grade level and 1,798 students in 30 public schools were assessed at the eighth-grade level. This score for eighth grade students in Maryland was 270 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Maryland or the nation. At the fourth grade, White students in Maryland had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. At the eighth grade, White students in Maryland had an average mathematics scale score that was higher than that of Black and Hispanic students but was lower than that of Asian/Pacific Islander students. (ASK)

ED 425 957   SE 062 128

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Massachusetts. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 218p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Massachusetts; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Massachusetts, 2,497 students in 103 public schools and 305 students in 15 nonpublic schools were assessed at the fourth-grade level and 2,280 students in 98 public schools and 301 students in 18 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Massachusetts fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility).

Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Mexico; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In New Mexico, 2,389 students in 107 public schools and 212 students in 13 nonpublic schools were assessed at the fourth-grade level and 2,371 students in 90 public schools and 228 students in 12 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of New Mexico fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in New Mexico was 214 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in New Mexico was 262 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either New Mexico or the nation. At the fourth grade, White students in New Mexico had an average mathematics scale score that was not significantly different from that of Black students but was higher than that of Hispanic and American Indian students. At the eighth grade, White students in New Mexico had an average mathematics scale was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 978 SE 062 149

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Vermont. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 206p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Vermont

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Vermont, 2,136 students in 100 public schools and 145 students in 9 nonpublic schools were assessed at the fourth-grade level and 2,001 students in 75 public schools 114 students in 9 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Vermont fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home

Visual Arts; Visual Literacy; *World History

Art reflects the ideas, experiences, spirit, and hopes of those who create it. It is through art works that students can see a visual record of how men and women lived and thought throughout history and across cultures. This instructional resource includes 52 transparencies, accompanying teaching strategies, and student worksheets which are designed to enrich and extend student understanding of world history. The teaching strategies for each transparency begin with a learning objective and teacher guided activity. Discussion questions follow. A section, "Events in History," sets each work in its historical context. The reproducible student activity worksheets provide background information about the art work and artists represented, and set the art works in historical context. Questions require students to focus on the art elements, compositions, expressive content, and subject matter of the images. Each worksheet concludes with a list of student extension activities based on the transparency and the corresponding historical period. A glossary and a "Chronology of Selected Periods, Styles, and Artists," concludes the resource. (MM)

ED 425 991 SO 028 468

Larson, Gary O.
Lifelong Journey: An Education in the Arts.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Artists; Elementary Secondary Education; Fine Arts; Hobbies; Individual Activities; Interests; *Lifelong Learning; Popular Culture; Recreational Activities; *Standards
IDENTIFIERS- *National Endowment for the Arts

This pamphlet outlines the National Endowment for the Arts' (NEA's) principles for lifelong learning in the arts and identifies four broad areas that guide the NEA's planning and support. The four areas include: (1) "Pre-K to Post-Secondary Arts Education"; (2) "Pre-Professional and Professional Development in the Arts"; (3) "Avocational Arts Education"; and (4) "Tradition-Based Learning in the Arts." Each of these areas is briefly described with examples. The "Principles and Characteristics of Excellence in Arts Education" and the "Statement of Principles," guiding the beliefs in a quality education and for a lifelong education in the arts, also are defined. (EH)

ED 425 992 SO 028 672

Wincek, Jean; O'Malley, Colleen; Ristau, Karen, Ed.; Haney, Regina, Ed.
As We Teach and Learn: Recognizing Our Catholic Identity. Module 1: The Faith Community.
PUB DATE- 97
NOTE- 42p.; For other study modules and the assessment package, see SO 028 673-678.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Kingdom, Austria, the Netherlands, and the Scandinavian countries. The environmental education standards and guidelines of Latvia, the United States, the United Kingdom, and Denmark are then examined and contrasted with the attempt to borrow the ideas suitable for future standards of environmental education in primary schools in Latvia. Nine tables are included for the purpose of drawing the parallels and identifying the differences between the countries. Considerable similarities were found among countries. Suggestions for inclusion in the upcoming standards and suggestions for further research are offered. Chapter titles include: (1) "Aspects of Environmental Education in Latvia, the USA, and a Group of European Countries"; (2) "Methodology for This Study"; (3) "Environmental Situation and Environmental Education Standards and Guidelines Compared"; and (4) "Synopsis of Lessons for Latvia." (Contains 77 references.) (EH)

ED 426 012   SO 029 266

Roundtree, Helen, Comp.; Potter, Stephen, Comp.; Davidson, Tom, Comp.
Selected References on the Indians of Virginia, The District of Columbia, and Maryland.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; *American Indian History; American Indian Studies; *American Indians; *Archaeology; *Ethnology; Social Studies; United States History
IDENTIFIERS- District of Columbia; Maryland; Virginia

This bibliography provides an introduction to the archaeology, ethnology, and history of Indians in the Washington, D.C., Virginia, and Maryland areas. Some publications are available from the Museum of Natural History bookstore while others may be found in larger libraries or obtained through inter-library loan. Sections of the bibliography include: (1) General Works (14 entries); (2) Historical Studies (46 entries); (3) Regional and Topical Studies (48 entries); and (4) Site Studies (14 entries). (EH)

ED 426 013   SO 029 267

Fitzhugh, William, Comp.; Loring, Stephen, Comp.
Selected References on Arctic and Subarctic Prehistory and Ethnology. Revised.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; *Ancient History; *Archaeology; Canada Natives; *Eskimos; Ethnic Groups; *Ethnology; Minority Groups; Social Studies; World History
IDENTIFIERS- *Arctic; *Subarctic

This bibliography provides an introduction to the current literature, in English, on arctic and subarctic prehistory and ethnology. Leads for further research will be found in section 1. Publications listed are not available from the Smithsonian Institution but copies may be found in larger libraries or obtained through inter-library loan. Sections of the bibliography include: (1) General: Bibliographic Guides and Periodicals (25 items, General Works (37 items); (2) Arctic and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Elementary Secondary Education; *Empowerment; *Leadership; *Leadership Responsibility; Listening; *Listening Habits; *Listening Skills; Private Education; Private Schools

This address focuses on the power of sharing individual stories and empowering individuals to be strong in their lives. Numerous anecdotes are used throughout the speech to address the power of the encounter. The speaker asserts that the telling of individuals' stories, verbally and in writing, leads to encounters of faith and moments of love. The presenter sees one of the scandals of Catholic education as the failure to produce leaders. Leadership is developed by the sharing of stories and by being responded to by those who care. Two goals for evangelization can be achieved by listening and responding to the stories people hear: (1) prophetic solidarity; and (2) patient reconciliation. (EH)

ED 426 033 SO 029 393

Standards for Teachers of Social Studies.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Certification; Elementary Secondary Education; Professional Training; *Social Studies; State Agencies; *State Licensing Boards; State Regulation; *State Standards; *Teacher Certification; Teacher Qualifications
IDENTIFIERS- *Indiana

This document was approved March 19, 1998, and describes standards for teachers of social studies in the state of Indiana. Sections of the paper include: (1) "Preface"; (2) "Standard 1: Civic Ideals and Practices"; (3) "Standard 2: Historical Perspectives"; (4) "Standard 3: Geographical Perspectives"; (5) "Standard 4: Government and Citizenship"; (6) "Standard 5: Economics"; (7) "Standard 6: Current Events"; (8) "Standard 7: Psychology"; (9) "Standard 8: Sociology"; (10) "Standard 9: World Cultures"; (11) "Standard 10: Instructional Resources/Technology"; (12) "Standard 11: Learning Environment"; (13) "Standard 12: Assessment"; (14) "Standard 13: Reflection"; and (14) "Developmental Levels and the Social Studies Content Strands/Standards." The Interstate New Teacher Assessment and Support Consortium (INTASC) standards are provided along with the standards in social studies. Each of the standards contains a brief descriptive statement, a performances section, a knowledge section, and an dispositions section to explain what are the expectations in each category. (EH)

ED 426 034 SO 029 395

Giannangelo, Duane M.; Mealor, W. T., Jr.; Lebo, Julie; France, Nancy
Geography Happens: So Make It Happen through Literature.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council for the Social Studies Great Lakes Regional Conference (Chicago, IL, April 1-4, 1998).
LANGUAGE- English

Development School Study: A Survey of 28 PDS Sites" (Roberta Trachtman), presents the results of a survey conducted among PDS sites nationwide. The fifth paper, "From Here: A Synthesis of the Chicago Discussions on PDS Standards" (Donald Freeman), captures the subtleties of these conversations by representatives from each survey site. The sixth paper, "Accreditation Standards and School Improvement: Putting Methodology in its Proper Place" (Thomas A. Wilson), explores the relationship between PDS standards and design of an assessment program that would achieve standards for identifying and supporting quality in PDSs. The seventh paper, "Finance and Policy Structures That Support the Sustenance of Professional Development Schools" (Jon Snyder), presents four case studies. An appendix presents draft standards for Professional Development Schools. (SM)

ED 426 053 SP 038 255

Farmer, Noel T.
An Effective Tool for Site-Based Management: Concerns Based Adoption Model (CBAM).
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Supervision (of Teachers); Decentralization; Faculty Development; High Schools; Inservice Teacher Education; *Participative Decision Making; Principals; *School Based Management; Schools; Secondary School Teachers; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- *Concerns Based Adoption Model

This paper describes the use of site-based management in one Maryland (Frederick) high school. A partnership was established between a college teacher and the high school in order to conduct teacher training for implementing a Clinical Supervision Teacher Growth Program. High school faculty became supervisors and supervisees in a peer coaching arrangement to implement the growth model. The model included: a pre-observation conference between the supervisor and supervisee; a classroom observation; a post-observation conference (for reviewing observation information and devising an instructional improvement plan); and analysis of the clinical supervisory experience. Six training sessions occurred on theory and practice related to clinical supervision. Faculty formed peer coaching groups, with the college teacher providing coaching feedback. Over 2 years, research examined teachers' attitudes and perceptions of the model using the Concerns Based Adoption Model (CBAM) questionnaire. The CBAM investigated stages of concern, with concerns grouped around the domains of self, task, and impact. Results indicated that there was no one absolute response prescription for each stage. Findings suggested to the school improvement team and administrators that strong leadership was needed for clarifying the main priority of the new program in relation to all other new initiatives that school year. They decided to provide additional training for those who desired it and additional administrative support for organizing teachers to have time in the daily schedule to implement clinical supervision observation in their peer coaching teams. (Contains 5 figures and 11 references.) (SM)

ED 426 054 SP 038 256

Equating a test form to itself through a chain of equatings, commonly referred to as circular equating, has been widely used as a criterion to evaluate the adequacy of equating. This paper uses both analytical methods and simulation methods to show that this criterion is in general invalid in serving this purpose. For the random groups design done in the same year, it is shown analytically that circular equating will always result in the identity function (i.e., the perfect result) even with the presence of random and systematic equating errors. For the random groups design done in the different years, a heuristic argument is provided that circular equating will generally deviate from the identity function by some random sampling error. A simulation study for this design also showed that the expected values of the circular equating may deviate slightly from the identity function but those deviations do not reflect the systematic error (bias) embedded in the equating. For the common-item nonequivalent groups design, a simulation study was done to show that circular equating again can not reflect the systematic error in equating. More effective ways of assessing random and systematic equating errors are recommended. (Contains 4 tables, 4 figures, and 13 references.) (Author)

ED 426 073 TM 029 295

Baron, Mark A.; Boschee, Floyd
Authentic Assessment: The Key to Unlocking Student Success.
PUB DATE- 95
NOTE- 139p.; Foreword by L. E. Scarr. Afterword by Roland Barth.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Educational Administration; *Educational Assessment; Educational Planning; Elementary Secondary Education; Evaluation Methods; *School Effectiveness; *Student Evaluation; *Test Construction
IDENTIFIERS- *Authentic Assessment

This book examines the process of developing an authentic system of instruction and assessment to measure student performance based on tasks that are relevant and useful in real life. The process of making the transition from traditional to authentic assessment is presented in a systematic, step-by-step fashion. Chapters are: (1) "Initiating Authentic Assessment"; (2) "Planning for Assessment"; (3) "Assessing Instruction"; (4) "Assessing Student Progress"; (5) "Assessing the Curriculum"; and (6) "Assessing School Governance and Effective Schools." Each chapter contains endnotes. (Contains 24 figures.) (SLD)

ED 426 074 TM 029 298

Charles, C. M.
Introduction to Educational Research. Third Edition.
PUB DATE- 98
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Numerical/Quantitative Data (110)
DESCRIPTORS- Action Research; Correlation; Data Analysis; *Data Collection; *Educational Research; Ethnography; Evaluation Methods; Experiments; *Graduate Students; Graduate Study;

alternative conclusions. (Contains 2 tables and 30 references.) (Author/SLD)

ED 426 094 TM 029 324

Dodds, Jeffrey
Understanding Interaction Effects and Type IV Errors.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Aptitude Treatment Interaction; Heuristics; *Statistical Significance
IDENTIFIERS- Null Hypothesis; *Type IV Errors

Aptitude-treatment interaction (ATI) studies have been used with some frequency, yet many researchers do not understand fully what interaction effects are. Because the means for interactions involve fewer persons per mean, power to detect interaction effects is typically smallest for the highest-order interaction in a given design. This phenomenon has been formalized by some methodologists as the Type IV error--the failure to detect statistical significance for the interaction null hypotheses that really should be rejected. This paper reviews the concept of the interaction effect. Small heuristic data sets are used to make the discussion more concrete. The concept of interaction is important because it links the two-way factorial designs with designs involving three or more independent variables. An appendix illustrates the analysis of variance technique. (Contains 4 figures, 5 tables, and 12 references.) (Author/SLD)

ED 426 095 TM 029 325

Roberts, Debra K.
Partial and Part Correlation Coefficients: Formula and Score Regression Perspectives.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Regression (Statistics); Research Methodology; *Scores
IDENTIFIERS- Statistical Package for the Social Sciences

Partial and part correlations are discussed as a means of statistical control. Partial and part correlation coefficients measure relationships between two variables while controlling for the influences of one or more other variables. They are statistical methods for determining whether a true correlation exists between a dependent and an independent variable while controlling for one or more other variables. This paper discusses the use and limitations of partial correlations, and presents heuristic data illustrating that computation formulas and regression analyses with latent scores yield equivalent results. Three appendixes contain an example of Statistical generally been taken for granted that SEF is appropriate and necessary. However, informal and reasoned analyses of the issue indicate that because SEF is used for faculty salary, promotion, and tenure decisions, there is pressure to comply with student classroom demands regarding teaching style, grading and a host of others demands. It is suggested that this pressure to comply with student demands leads directly to an infringement upon academic freedom. As the findings of this paper suggest, SEF is not the benign instrument it may appear to be or may once have been. Its primary impact goes to the core of academic freedom and to the quality of instruction. This paper explores the implications of SEF by presenting: a brief look at academic freedom and tenure; faculty assessment of how SEF infringes upon academic freedom; releasing SEF to students and the public; SEF and administrative control of academic freedom; and SEF and academic freedom in the 21st century. (Contains 22 references). (LMD)

ED 426 115 TM 029 401

Data Volume for the National Education Goals Report 1998.
PUB DATE- 98
NOTE- 589p.; Companion volume to the 1998 National Education Goals Panel's annual report; see ED 421 553.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Scores; State Norms; *State Programs; *Test Results; *Testing Programs
IDENTIFIERS- *Educational Indicators; National Education Goals Panel; *National Education Goals 1990

This volume contains comprehensive four-page scorecards for the United States as a whole, each state, the District of Columbia, and five U.S. territories reporting progress toward the National Education Goals. The U.S. scorecard charts progress on 26 national indicators of educational progress, and the state scorecards chart progress on 33 similar state-level indicators. Arrows show where the country and the states are making progress, where there has been no change, and where progress is lacking. This year's report shows that the United States has made some important progress, particularly with regard to Goal 1, "Ready To Learn," Goal 3, "Student Achievement and Citizenship," and (3) Goal 5, "Mathematics and Science." However, the United States is far from where it should be if the National Education Goals are to be achieved by the year 2000. Eighteen states received 10 or more arrows pointing upward for significant improvement in the 1990s. North Carolina led, with significant improvement on 14 indicators, followed by South Carolina with 13, and California, Colorado, and Texas, with 12 each. Three appendixes contain technical notes and sources for the national and state indicators and acknowledgments. (SLD)

ED 426 116 TM 029 402

Timpane, Michael
National Directions in Education Research Planning. A Conference Co-Sponsored by the National Educational Research Policy and Priorities Board and the Office of Educational Research and Improvement, U.S. Department of Education (McLean, Virginia, June 17-18, 1998). Report on the Conference.

Kronley, Robert A.; Handley, Claire V.
Miles To Go: A Report on Black Students and Postsecondary Education in the South.
SPONS. AGENCY- Ford Foundation, New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 98
NOTE- 175p.; Funding also received from the Coca-Cola Foundation.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Black Colleges; *Black Students; *College Segregation; *Educational Attainment; Enrollment; *Equal Education; *Higher Education; Minority Groups; Public Schools; Racial Discrimination; State Programs; Student Characteristics; Student Financial Aid
IDENTIFIERS- Educational Indicators; *United States (South); United States v Fordice

This report is the second in a series of analyses by the Southern Education Foundation (SEF) of minority opportunity in higher education in the South. In this report, the focus is on the status of blacks in higher education in the 19 states that at one time operated dual systems of public higher education. Data were collected for each state on indicators of access and success for public systems of higher education, with a focus on 4-year institutions. These indicators included, among others, population characteristics, family income, high school graduation, postsecondary enrollment, degrees, fields of study, and representation of faculty. Data collection was complemented by surveys and interviews with individuals knowledgeable about public higher education in each state. In these states, public higher education continues to be segregated in practice. The historically black institutions remain overwhelmingly black, and the traditionally white institutions remain the province of white students. While the number of black students entering higher education has grown since the 1970s, the percentage of blacks among freshmen is almost unchanged. Nine of the states reported that the proportion of blacks in their freshman classes actually declined between 1991 and 1996. The economic circumstances of black students in these states remain a barrier to many who want to pursue a higher education. In addition, these 19 states provide more financial aid without consideration of students' family income than do other states. The flow of black students entering higher education, relatively small to begin with, virtually dries up at the postgraduate level. In no state does the representation of blacks among doctoral degree or first professional degree earners reflect their representation in the population. Black faculty are also underrepresented in every state. In spite of the mandate of United States v. Fordice, the court decision that ordered states to desegregate their colleges, many states have failed to develop a comprehensive plan to cure inequity in higher education. Some suggestions are made for attaining educational equity in public higher education. Three appendixes contain information on developments affecting black students in these states, a summary of recommendations from the SEF report "Redeeming the American Promise," and state income data. (Contains 13 figures.) (SLD)

ED 426 133   UD 032 685

Kolderie, Ted
What Does It Mean To Ask "Is 'Charter Schools' Working?"
PUB DATE- 98

PUB DATE- 98
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Attitudes; *Blacks; *Child Development; Children; Cultural Awareness; Elementary Secondary Education; Preschool Education; *Racial Identification; *School Role; *Self Esteem
IDENTIFIERS- *Biracial Children

This guide teaches parents and educators of black and biracial children how to reduce racism's impact on a child's development to promote emotional health at preschool, elementary, and secondary levels. The chapters are: (1) "Chocolate and Vanilla: How Preschoolers See Color and Race"; (2) "How Preschoolers Begin To Learn Racial Attitudes"; (3) "When To Be Concerned that Race Is a Problem for Preschoolers"; (4) "Raising the Racially Health Preschooler"; (5) "Shades of Brown and Black: How Early Grade-Schoolers See Color and Race"; (6) "Black Children's Self-Esteem: The Real Deal"; (7) "How School Influences Children's Awareness of Color and Race"; (8) "Fading to Black and White: How Children in the Middle Years See Race"; (9) "How School Influences Older Children's Ideas about Race"; (10) "Preparing for Adolescence: The Lines Are Drawn"; and (11) "A Healthy High School Experience: You Can Make a Difference." An epilogue summarizes the major points, and an appendix contains a chart of the stages of race awareness. (SLD)

ED 426 153 UD 032 708

Kaufman, Phillip; Chavez, Lisa; Lauen, Douglas
Generational Status and Educational Outcomes among Asian and Hispanic 1988 Eighth Graders. National Postsecondary Student Aid Study: 1995-96. Statistical Analysis Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Asian Americans; Educational Attainment; Enrollment; Ethnicity; *Grade 8; Higher Education; *Hispanic Americans; *Immigrants; Immigration; Junior High Schools; Minority Groups; *Outcomes of Education; Tables (Data)
IDENTIFIERS- Asian American Students; Educational Indicators; *Generation Effect; Hispanic American Students; National Education Longitudinal Study 1988

The analysis presented in this report examines the relationship between the immigration of "generational" status of Asian and Hispanic students and various educational indicators and outcomes. Data are from the National Education Longitudinal Study of 1988. Generational status refers to the number of generations the student's family has been in the United States. Students were classified as: (1) first generation immigrant (born outside the United States); (2) second-generation (born in the United States with one or both parents born outside the United States); and (3) third generation or higher (both parents and student born in the United States). Nearly half of

ED 425 738 IR 019 226

Hogle, Jan G.
Computer Microworlds in Education: Catching Up with Danny Dunn.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructivism (Learning); Educational Philosophy; Educational Research; Educational Theories; *Instructional Materials; Learner Controlled Instruction; *Learning Processes; Models; Piagetian Theory; Problem Solving; Teaching Methods
IDENTIFIERS- *Microsimulation; *Microsystems; Piagetian Research

This paper describes the characteristics of microworlds and discusses the basis of their use as educational tools. The power of a microworld as a learning tool is based in the philosophy of constructivism, the Piagetian principle of equilibrium, mental models, and intrinsic motivation. Research results of educational microworld studies appear to be divided into two major areas: research oriented and learner oriented. Research oriented studies employ computer microworlds as new tools to develop hypotheses, to predict performance, and to examine strategies and problem-solving. Learner oriented studies emphasize the learners' understanding of conceptual models and their use of debugging to correct errors and reconstruct their own mental models of how the real world functions. The paper defines a Microworld, its use as a learning tool, and two categories of research: research designed for the benefit of the researcher, and that which is oriented towards the learner. Microworld research indicates that although researchers disagree somewhat on definitions, boundaries, and criteria, there seems to be a consensus that well-designed microworlds provide the potential for engaging and rewarding learning. The paper discusses research-oriented studies; learner-oriented studies; general concepts and problem-solving; the procedural programming language, LOGO; and integrated concepts. (Contains 14 references.) (Author/AEF)

ED 425 739 IR 019 227

CNN Newsroom Classroom Guides. November, 1998.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; *Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; Headlines; Instructional Materials; News Media; News Reporting; Politics; *Programming (Broadcast); Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for the month of November, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: Iraq refuses to cooperate with United Nations weapons inspectors, expansion of a Jewish settlement threatens to delay implementation of the Wye Accord,

Classroom situations) (055)
DESCRIPTORS- Access to Information; Business; Electronic Mail; Government (Administrative Body); Information Retrieval; Information Seeking; *Information Services; Information Sources; *Internet; Laws; Online Catalogs; *Online Searching; *Search Strategies; Workshops
IDENTIFIERS- Browsing; Search Engines

This "workshop-in-a-book" is a much-expanded second edition designed for the businessperson, legal researcher, information specialist, consumer, student, or scholar wanting to discover information in three overlapping areas: business, government, and law. The book is divided into two modules: (1) "The World Wide Web: Your Entree to the Internet" and (2) "Other Internet Services." Specifically the book includes: a disk containing World Wide Web resources; instruction in Netscape and Internet Explorer navigation; exercises in using Web search engines and subject directories to find specific information, using Telnet to search library catalogs, using e-mail to join a discussion group, and other information; using file transfer protocol (FTP) to transfer files; and using Gopher to find nongraphical information. An appendix introduces the main features on the Internet Explorer browser and how they relate to Netscape. Contains an index. (AEF)

ED 425 758 IR 057 259

Marks, Diana F.
Let's Celebrate Today: Calendars, Events, and Holidays.
PUB DATE- 98
NOTE- 337p.; Illustrated by Donna L. Farrell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reference Materials - General (130)
DESCRIPTORS- *Cultural Activities; Elementary Secondary Education; *Holidays; Information Sources; Learning Activities; Reference Materials; Religious Holidays; Social History
IDENTIFIERS- *Calendars; Web Sites

With this ready-reference and resource, educators can make every day a holiday for their students--from January 1 to December 31. This book, for grades K-12, is organized chronologically and lists holidays and multicultural events from around the world for every day of the year--historic happenings, birthdays, famous firsts, inventions, and other material--along with at least three activities based on the significant events of each day. Background information is provided on calendars, and includes numerous addresses, Web sites, and resources for further information. School librarians and teachers can use this book as a daily activity guide, rainy day resource, or idea source for the bulletin board or substitute folder. Public librarians can use it to develop program activities. Contains an index. (AEF)

ED 425 759 IR 057 260

Ackler, Susan; Campbell, Carol; Hill, Steven; Oswald, Dianne
A Policy and Procedure Manual for Church and Synagogue Libraries. A Do-It-Yourself Guide. CLSA Guide No. 9. Second Revised Edition.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

colleges from a faculty perspective. Publication of this perspective was made in response to the many critics who have called for the radical restructuring of community colleges. It responds to those who demand that the colleges function as business corporations, complete with customers and markets, and uses the occasion to engage in an assessment of strengths and weaknesses. The document aims to map a course for the future, and describes resolutions S971.2, "Faculty Perspectives on the Future;" S971.5, "Redefining Faculty Productivity;" and F975.8, "Academic Excellence." Together these resolutions put forward an extensive set of basic principles and commitments for California educators. Included in the booklet are the following sections: (1) History and Background; (2) Synopsis; (3) Introduction; (4) The Past; (5) The Present; and (6) The Future. Faculty conclude that, in essential ways, the future of the community college should look very much like the present. They also conclude that community colleges have already evolved into lifelong learning centers. (Contains 40 citations.) (AS)

ED 425 778 JC 990 027

Review of the Community College System's Performance-Based Program Budgeting Measures and Incentive Fund. Report 97-49.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Community Colleges; *Educational Finance; *Performance Based Assessment; Program Evaluation; *Resource Allocation; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This report addresses the Florida Community College System's (FCCS) performance based on measures established by the General Appropriations Act. Discussed are: (1) FCCS' performance on the measures used in the performance-based budgeting (PBB) incentive fund; (2) improvements that can be made to the PBB incentive fund; and (3) changes to community college PBB that would provide better information on systemwide performance. FCCS' performance-based budgeting approach differs from other approaches used in Florida by directly linking community college performance to a portion of state funding. Specifically, this approach awards points to the community colleges based on a number of output and outcome indicators. Community colleges then receive a portion of the incentive funds based on the number of points they accrue. Results for the 1996-97 performance-based budgeting incentive fund measures suggest that FCCS gained efficiency in its degree and certificate programs. Appended are: data tables that illustrate how the current effectiveness and improvement awards could be calculated; and a response to the report from the Florida State Board of Community Colleges. (EMH)

ED 425 779 JC 990 028

Program Evaluation and Justification Review. Supplemental Analysis: Community College Revenues and Expenditures. Report 98-07.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports -

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Check Lists; Elementary School Students; Elementary Secondary Education; High School Students; *Homework; Parent Role; *Parent Student Relationship; Student Needs

This Spanish-language poster provides a checklist of ways that parents can help their children with school work and thus support their academic success. The items are divided into three parts as follows: (1) providing support for your children, including a quiet, well-lighted study area in the home, needed supplies such as paper and writing utensils, and additional items to help with organization such as an assignment calendar; (2) questions to ask your child, such as: "What are your assignments for today?" "Are the assignments clear?" "Do you need help with any of them?" "Do you need to use the library or a computer?" and "Would it be helpful to take a practice test?"; and (3) other ways to help your child, such as reviewing the homework with the child (but not doing it for him or her), contacting the teacher if the assignment poses a problem you cannot resolve, reviewing written comments from the teacher on homework assignments, and complimenting your child when he or she does well. (HTH)

ED 425 798 PS 026 190

The Choice of a Lifetime: Education before Motherhood. Videotape
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *Adolescents; Decision Making; *Early Parenthood; *High Risk Students; High School Students; High Schools; Objectives; *Pregnancy
IDENTIFIERS- *Adolescent Attitudes

Targeted to teens at-risk for early motherhood and dropping out of school, as well as to teachers, counselors, and parents, this video encourages teens to delay motherhood by underscoring the link between goal-setting and education. The 24-minute film features seven urban high school students speaking about the importance of education and the limitation of choices resulting from teen motherhood. The profiles provide understanding of how teenage girls think and feel about teen motherhood; demonstrate why some girls think that a baby might bring love, comfort, and closeness into their lives when they feel lonely and unsupported; encourage girls to define and pursue goals and to delay motherhood; stress that education is the key to achieving goals and independence; and show that teens can draw support from teachers and friends, as well as family. (HTH)

ED 425 799 PS 026 265

Duquaine, Jill M.
Everybody's Kids: A Research Report for Television on Parenting in Today's Culture.
PUB DATE- 97
NOTE- 85p.; The videotape that this printed guide is designed to accompany is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Sex Role; *Sons

This manual for parent educators presents the "Bringing Up Boys" program, a series of group sessions designed for sole mothers raising sons up to age 12. Mothers raising sons without a father's input face a range of concerns. Participants are encouraged to share ideas and experiences in a supportive, non-judgmental environment. The program's focus is on: (1) how boys learn to be men and the idea of "masculinity"; (2) how to raise responsible, non-aggressive sons, particularly if there is a risk of a generational cycle of violence; (3) setting limits and disciplining boys; and (4) strengthening the bond that exists between mother and son. The manual functions as a resource tool for social workers, counselors, and psychologists who are interested in doing such group work with mothers who are sole parents. Section 1 of the manual describes the program, including its rationale, objectives, target group, theoretical foundations, how to set up the program and use the manual, the group leadership approach, group dynamics, and evaluation. Section 2 presents the group sessions: (1) "Getting to Know Each Other"; (2) "Exploring Gender Stereotypes and Ideas"; (3) "Communication"; (4) "Feelings and Emotions"; (5) "Setting Limits and Boundaries"; (6) "Dealing with Anger"; (7) "Separation, Grief and Loss"; (8) "Winding Up and Moving On"; (9) "Sexuality"; (10) "Parenting after Violence"; and (11) "Lesbian Mothers Parenting Sons" (the final three sessions are optional). Appendices present resources, evaluation material, and a brief bibliography. (EV)

ED 425 816 PS 027 115

Pantley, Elizabeth
Perfect Parenting: The Dictionary of 1,000 Parenting Tips.
PUB DATE- 99
NOTE- 370p.; Foreword by William Sears.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Family Relationship; *Parent Child Relationship; Parent Role; Parenthood Education; *Parenting Skills; *Parents

Using a dictionary format, this book addresses many of the issues faced by parents. Following an introduction that defines "perfect parenting" and lists nine "perfect parenting keys," topics are arranged alphabetically. Under each topic, a situation is stated, thoughts about the situation are offered, and solutions are suggested. Topics include allowances, bed-wetting, chores, disrespect, eating, friends, grandparents, hitting, interrupting, lying, manners, nagging, perfectionism, roughhousing, school, siblings, tantrums, television, vacations, whining, and yelling and screaming. The book concludes with a section on recommended reading, with publications organized alphabetically by topic. (LPP)

ED 425 817 PS 027 116

Reed, Meredith, Ed.
Into Teachers' Hands: Creating Classroom Success. The SDE Sourcebook. 11th Edition.
PUB DATE- 98
NOTE- 332p.
LANGUAGE- English

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bias; *Childhood Attitudes; *Parent Child Relationship; *Parent Influence; Parent Participation; *Parent Role; Parenting Skills; *Preschool Children; Preschool Education; Social Bias; Social Discrimination
IDENTIFIERS- Antibias Practices; *Bias Elimination Procedures

Based on research indicating that children between ages 2 and 5 become aware of gender, race, ethnicity, and disabilities, this brochure attempts to assist parents in dealing with misconceptions, discomfort, fear, and rejection of differences that may develop into prejudice in their young children. The brochure argues that bias adversely influences young children by creating obstacles to healthy identity development and that avoidance by parents only serves to allow children to absorb society's biases. The brochure advises parents to: (1) recognize that bias exists; (2) create a bias free environment; (3) provide diverse images; (4) value diversity; (5) disapprove of judging others by how they look; (6) initiate activities and discussion to build self-identify; (7) talk positively about all physical characteristics and cultural identities; (8) help children learn; (9) provide opportunities for meaningful interactions; (10) listen to and answer children's questions; (11) teach children how to challenge biases; (12) teach children to recognize biases; (13) use accurate and fair images; (14) let children know that they can change injustice; and (15) involve children in taking action. The brochure also provides advice on helping children deal with bias, and notes common questions that parents, teachers, and children ask in this sensitive area and how to address them. (SD)

ED 425 837 PS 027 144

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Classroom Environment; *Curriculum Development; Early Childhood Education; *Educational Planning; *Educational Quality; Language Acquisition; Literacy Education; Policy Formation; *Preschool Education; *State Standards; Statewide Planning; Strategic Planning
IDENTIFIERS- Child Centered Education; New York; Quality Indicators

Drawing on research into the importance of early childhood education, this guide provides guidance to those responsible for planning and implementing programs for young children in New York State. The guide suggests that quality preschool programs can meet the expectations of the Regents as expressed in their 1992 Early Childhood Policy Statement and at the same time provide the experiences children need if they are to successfully meet state standards for fourth grade. Following an introductory section, the second section of the guide presents the "Essential Elements of a Quality Preschool Program," including facility, staff, group size, curriculum and instruction, assessment, and family involvement parameters. The third section, "Children As Learners," details characteristics

ED 425 855 PS 027 226

Edwards, Carolyn, Ed.; Gandini, Lella, Ed.; Forman, George, Ed.
The Hundred Languages of Children: The Reggio Emilia Approach--
Advanced Reflections. Second Edition.
PUB DATE- 98
NOTE- 500p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Community Role; Creative Development; *Curriculum Development; Educational Innovation; Educational Theories; Foreign Countries; *Preschool Children; Preschool Education; Progressive Education; Student Projects; Teacher Role; Teaching Methods
IDENTIFIERS- *Italy (Reggio Emilia); *Reggio Emilia Approach; United States

This collection of essays and interviews documents the unique approach to early childhood education taken by schools in the Reggio Emilia region of Italy. Howard Gardner and David Hawkins provide reflections in chapters that begin the book. The book is then divided into four major parts. Part I includes an introduction by Carolyn Edwards and others, and the essay "What Can We Learn from Reggio Emilia?" (Katz). Part II contains six interviews conducted by Lella Gandini with Reggio Emilia educators: "History, Ideas, and Basic Philosophy," with Loris Malaguzzi; "The Community-Teacher Partnership in the Governance of the Schools," with Sergio Spaggiari; "Projected Curriculum Constructed through Documentation--'Progettazione,'" with Carlina Rinaldi; "The Role of the 'Pedagogista,'" with Tiziana Filippini; "The Role of the 'Atelierista,'" with Vea Vecchi; and "The Voice of Parents," with Gianna Fontanesi and others. Part III examines the theory and practice of the Reggio Emilia approach through seven essays: "Educational and Caring Spaces" (Gandini); "Partner, Nurturer, and Guide: The Role of the Teacher" (Edwards); "Children with 'Special Rights' in the Preprimary Schools and Infant-Toddler Centers of Reggio Emilia" (Smith); "Curriculum Development in Reggio Emilia: A Long-Term Curriculum Project about Dinosaurs" (Rankin); "Negotiated Learning through Design, Documentation, and Discourse" (Forman and Fyfe); "Theory and Praxis in Reggio Emilia: They Know What They Are Doing, and Why" (New); and "Poppies and the Dance of World Making" (Kaufman). Part IV examines the extension of the Reggio Emilia approach to American classrooms through eight essays: "The Child in Community: Constraints from the Early Childhood Lore" (Nimmo); "Existing Frameworks and New Ideas from Our Reggio Emilia Experience: Learning at a Lab School with 2- to 4-Year-Old Children" (Kantor and Whaley); (3) "Bridge to Another Culture: The Journey of the Model Early Learning Center" (Lewin and others); "The City in the Snow: Applying the Multisymbolic Approach in Massachusetts" (Forman and others); "Looking in the Mirror: A Reflection of Reggio Practice in Winnetka" (Tarini and White); "The Project Approach Framework for Teacher Education: A Case for Collaborative Learning and Reflective Practice" (Moran); "Adapting the Reggio Emilia Approach: Becoming Reference Points for Study and Practice" (Fyfe and others); and "Reconsidering Early Childhood Education in the United States: Reflections from Our Encounters with Reggio Emilia" (Phillips and Bredekamp). The book concludes with reflections by Edwards, Gandini, and Forman; a glossary of terms used by Reggio Emilia educators; and a list of published resources about the Reggio Emilia approach. (LPP)

Racially Diverse Students. Second Edition.
PUB DATE- 97
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indians; Asian Americans; Black Culture; Black Education; Black Students; Child Rearing; Cognitive Processes; *Cognitive Style; *Cultural Differences; *Culturally Relevant Education; Culture Conflict; *Diversity (Student); Elementary Secondary Education; Field Dependence Independence; Hmong People; Language Minorities; Learning Modalities; Mexican Americans; Racial Differences
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students

Many students of color are not performing to their maximum potential within the current school setting, and examinations of this problem suggest significant differences between student and teacher perceptions of how one becomes educated. The underlying assumptions of this book are that culture, through the mediation of cognitive style, determines affective and cognitive behaviors that an individual selects to meet environmental demands, and therefore, cognitive style significantly affects an individual's competent performance in various settings. Focusing on African American, Mexican American, American Indian, and Hmong children, reviews and studies examine the cultural perspectives that accompany students to school and ultimately influence their responses to the school setting. The book's three sections provide cultural background (particularly on child rearing and social interaction) for various racial and ethnic groups; discuss learning styles, with particular attention to field-independence and field-dependence; and suggest ways to improve the psychological climate of learning. The 20 chapters are: "Culture: The Key to Adaptation" (Barbara J. Shade); "Culture and Learning Style within the African-American Community" (Barbara J. Shade); "American Indian Culture: A Developmental Process" (Maureen E. Smith); "The Culture and Style of Mexican-American Society" (Barbara J. Shade); "Asian-American Children: A Diverse Population" (Valerie Ooka Pang); "Acculturation Issues for At-Risk Southeast Asian-American Students" (Mai Dao); "Cognitive Style: What Is It?" (Barbara J. Shade); "African-American Cognitive Patterns: A Review of the Research" (Barbara J. Shade); "Styles of Learning among Native Children: A Review of the Research" (Brent Kaulback); "Hmong Culture and Cognitive Style" (Joan Thrower Timm, Berttram Chiang); "Cultural Differences in the Cognitive Style of Mexican-American Students" (Olivia N. Saracho); "Teaching Students As They Would Be Taught: The Importance of Cultural Perspective" (Christine Bennett); "Teaching to an African-American Cognitive Style" (Barbara J. Shade); "Using a Black Learning Style" (George O. Cureton); "The Match: Learning Styles of African-American Children and Microcomputer Programming" (Marjorie W. Lee); "Social and Cultural Effects on Indian Learning Style: Classroom Implications" (Floy C. Pepper, Steven Henry); "Culturally Responsive Teaching Strategies for American Indian Students" (Maureen E. Smith, Barbara J. Shade); "English Literacy Acquisition: From Cultural Trauma to Learning Disabilities in Minority Students" (Henry T. Trueba); "Meeting Hmong Students' Educational Needs" (Joan Thrower Timm); and "Making Schools Work for All Students" (Barbara J. Shade). Contains references in each chapter and author and subject indexes. (SV)

Education for All

In 1995, the International Consultative Forum on Education for All commissioned case studies in developing countries as part of a mid-decade review of progress in expanding access to basic education. This paper examines the situation in Mongolia and reports on two surveys about dropouts. In the early 1990s, Mongolia shifted from a centrally planned economy to a market economy. Liberalizing the Mongolian economy created economic instability reflected in lower living standards, unemployment, and higher prices. Educational costs rose, resulting in reduced teacher salaries and school closings. With half of its population under age 19, Mongolia's future is linked to the success of its schools. Although education is compulsory through grade 8 and secondary education is free, dropout rates rose drastically in the early 1990s. Overwhelmingly, dropouts were rural males; an estimated 44 percent left school to help their parents raise cattle. Allowing private ownership of cattle herds has been a key element of economic liberalization but apparently has increased the need for child labor at home. Surveys were conducted with 220 teachers and 250 dropouts. Teachers cited cattle breeding as the top reason for dropout. On the other hand, although 93 children had fathers who were herdsmen, cattle breeding and "need to help parents" were not among the children's top five reasons. Lack of interest in studying was the most highly rated mutual choice. Most children desired further schooling, and teachers and children favored alternative programming, but lack of funding is a major obstacle. (SV)

ED 425 891 RC 021 754

Thapa, Bijaya; Bajracharya, Hridaya; Thapa, Renu; Chitrakar, Roshan; Lamichhane, Shreeram; Tuladhar, Sumon
The Promotion of Girls' Education through Recruitment and Training of Female Teachers in Nepal (Phase I). Mid-Decade Review of Progress towards Education for All.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Case Studies; *Educational Attitudes; Educational Policy; Elementary Secondary Education; Females; Foreign Countries; Higher Education; Out of School Youth; Preservice Teacher Education; *Rural Education; Social Attitudes; *Teacher Education Programs; *Womens Education
IDENTIFIERS- *Nepal; United Nations; World Declaration on Education for All

In 1995, the International Consultative Forum on Education for All commissioned case studies in developing countries as part of a mid-decade review of progress in expanding access to basic education. This paper examines the progress of Nepal's Basic and Primary Education Master Plan (BPEP), which aims to increase female participation in formal and nonformal education programs and to train women teachers. BPEP has two key targets for the year 2001: 100 percent gross enrollment for girls in primary school and a national primary teaching staff that is 30 percent female. Eleven initiatives address various aspects of the problem, providing basic education and skills training to out-of-school girls, raising awareness in rural villages of the need for girls' education, offering in-service training to teachers in remote areas, providing scholarships and stipends to girls at all levels of schooling, recruiting and hiring new female teachers, publicizing BPEP goals and activities,

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Materials; *Multicultural Education; Science Curriculum; Science Education; *Science Materials

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services that enable them to quickly locate educational resources. This document is one in a series of print catalogs designed to give educators information about curriculum resources available for teaching math and science in K-12 classrooms. Each issue of ENC Focus presents a selection of the Clearinghouse collection focused on a topic of particular interest to math and science teachers. This issue provides information about multicultural approaches in mathematics and science education. A one-page description of each resource includes an abstract of the contents, subjects addressed, grade level, publication date, ordering information including price, authors, and related resources. (ASK)

ED 425 910 SE 061 852

Wiest, Lynda R.
The Role of Fantasy and Real-World Problem Contexts in Fourth- and Sixth-Grade Students' Mathematical Problem Solving.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fantasy; Grade 4; Grade 6; Intermediate Grades; *Mathematics Education; *Problem Solving; *Word Problems (Mathematics)
IDENTIFIERS- *Authenticity

This study was an investigation of the influence of word-problem context--the nonmathematical, verbal aspect of a problem--on fourth- and sixth-grade students' preferences for and problem solving performance on word problems. Problems were parallel in mathematical structure but differed by major context category--fantasy and real-world. Subcategories were low fantasy, high fantasy, children's real-world, and adults' real world. Students' responses to problems varied more markedly by individual problem than by context category. Problem-solving scores in general were somewhat low. Girls and boys fared equally well, but students in a small town scored significantly lower than those from a small city. (Contains 64 references and 8 tables.) (Author)

ED 425 911 SE 061 882

Bright, George W., Ed.
Connecting Learning across Disciplines: Relationships between Learning in Mathematics and Science and Learning in Other Disciplines.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

and others who advise and mentor students of science and engineering--attempts to summarize features that are common to successful mentoring relationships. The goal is to encourage mentoring habits that are in the best interests of both parties in the relationship. The chapters define mentoring, explain the different roles the mentor plays with students (faculty advisor, career advisor, skills consultant, role model), makes recommendations for improving the quality of mentoring, and provides resources. Within each chapter, the text contains steps to improve mentoring, examples of poor and good mentoring, the context of mentoring, a sample of nonacademic careers in science and engineering, and chapter summaries. (Contains 50 references.) (ASK)

ED 425 933 SE 061 945

Agriculture's Role in K-12 Education: Proceedings of a Forum on the National Science Education Standards.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Agricultural Education; Agriculture; Elementary Secondary Education; Environmental Education; Inquiry; *National Standards; *Professional Associations; Science Curriculum; *Science Education; *Scientists; Teaching Methods
IDENTIFIERS- National Science Education Standards

The Board on Agriculture organized a Forum on Agriculture's Role in K-12 Education to provide an opportunity for agricultural professional societies to explore ways in which examples from agriculture, food, and environment systems can be used to enhance inquiry-based science education. Participants discussed how professional societies could enhance the continued education of K-12 teachers, improve school science programs, and increase collaboration with other professional societies and science teachers. This booklet presents the proceedings of this forum. Chapters include: (1) A Scientist's Role in K-12 Education; (2) Scientist and Teacher Partnerships; (3) Sustaining Support for Science Education; and (4) Future Roles for Professional Societies and Scientists. (ASK)

ED 425 934 SE 061 948

High School Mathematics at Work: Essays and Examples for the Education of All Students.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Algebra; *Education Work Relationship; Educational Assessment; High Schools; Higher Education; Mathematical Applications; *Mathematics Curriculum; Mathematics Education; Preservice Teacher Education; *Relevance (Education); Teaching Methods

Traditionally, vocational mathematics and precollege mathematics have been separate in schools. This book illuminates the interplay between technical and academic mathematics. This collection of essays by mathematicians, educators, and other experts is enhanced with illustrative tasks from workplace and everyday contexts that suggest ways to strengthen high school mathematics education. Chapters include: (1) "Mathematics as a Gateway to Student Success" (Dale Parnell); (2) "Market Launch" report describes the mathematics proficiency of Delaware fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Delaware was 215 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Delaware was 267 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Delaware or the nation. At the fourth and eighth grades, White students in Delaware had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 947 SE 062 118

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for District of Columbia. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 211p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *District of Columbia; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five

Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Massachusetts was 229 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Massachusetts was 278 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Massachusetts or the nation. At the fourth and eighth grades, White students in Massachusetts had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 958 SE 062 129

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Michigan. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 216p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Michigan; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Michigan, 2,382 students in 94 public schools and 342 students in 18 nonpublic schools were assessed at the score that was higher than that of Hispanic and American Indian students. (ASK)

ED 425 968 SE 062 139

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for New York. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 219p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New York; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In New York, 2,248 students in 90 public schools and 495 students in 23 nonpublic schools were assessed at the fourth-grade level and 1,962 students in 84 public schools and 539 students in 30 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of New York fourth- and eighth-grade students, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Vermont was 225 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Vermont was 279 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Vermont or the nation. At the fourth grade, White students in Vermont had an average mathematics scale score that was higher than that of Hispanic students. (ASK)

ED 425 979　　　SE 062 150

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Virginia. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Virginia

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Virginia, 2,586 students in 104 public schools were assessed at the fourth-grade level and 2,545 students in 106 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Virginia fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school

(055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics; Christianity; Church Related Colleges; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Education; Nuns; *Parochial Schools; Priests; *Religious Education; Religious Organizations; Teaching Guides
IDENTIFIERS- *Catholic Church

The As We Teach and Learn program consists of an instrument to assess the Catholic dimension of a school and is designed to be used with study modules in a faculty- meeting format. Module topics include: "Faith Community"; "Faith Development"; "Religion Curriculum Articulation: Faith as the Root of all Instruction"; "Service Learning"; "Prayer and Liturgy Integration"; and "Social Justice." Each module has been created so that it can stand alone or be used with other modules. Each module contains an overview of the complete program, a general introduction, directions and suggestions for using the program, a suggested first faculty meeting outline, an introduction to the module, outlines of five meetings, materials which can be duplicated, a suggested final faculty meeting, and a school planning form. This module, "Faith Community," has teachers and the principal consider a critical element in the Catholic identity of their school. The module invites them to reflect on themselves as members of a faith community. Five group activities ("Storytelling"; "Imaging Connections"; "Listening and Responding"; "Focusing Growth"; and "Determining Action") are provided along with eight appendices. (RJC)

ED 425 993 SO 028 673

Zukowski, Angela Ann; Ristau, Karen, Ed.; Haney, Regina, Ed.
As We Teach and Learn: Recognizing Our Catholic Identity. Module 2: Faith Development.
PUB DATE- 97
NOTE- 60p.; For other study modules and the assessment package, see SO 028 672-678.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics; Christianity; Church Related Colleges; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Education; Nuns; *Parochial Schools; Priests; *Religious Education; Religious Organizations; Teaching Guides
IDENTIFIERS- *Catholic Church

The As We Teach and Learn program consists of an instrument to assess the Catholic dimension of a school and is designed to be used with study modules in a faculty-meeting format. Module topics include: "Faith Community"; "Faith Development"; "Religion Curriculum Articulation: Faith as the Root of all Instruction"; "Service Learning"; "Prayer and Liturgy Integration"; and "Social Justice." Each module has been created so that it can stand alone or be used with other modules. Each module contains an overview of the complete program, a general introduction, directions and suggestions for using the program, a suggested first faculty meeting outline, an introduction to the module, outlines of five meetings, materials which can be duplicated, a suggested final faculty meeting, and a school planning form. This module, "Faith Development," focuses on creating a Christian environment where

Sub-Arctic: Eskimo (91 items), other Arctic and Subartic Indian Groups (24 items); and (3) Old World: Siberia (27 items, Northwestern Europe (10 items). (EH)

ED 426 014 SO 029 278

Pickard, Willis
Spare the Messenger: Telling It As It Happens. ISES Annual Lecture.
PUB DATE- 97
NOTE- 13p.; "To celebrate the 25th Anniversary of the Centre for Educational Sociology."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Sociology; Elementary Secondary Education; Foreign Countries; Journalism; *Mass Media; *Mass Media Effects; Mass Media Use; News Reporting; Public Opinion; School Community Relationship
IDENTIFIERS- Scotland

This paper reports on the media's handling of education and its portrayal in the media. Reporting of educational initiatives, especially those emanating from government action, often becomes part of the debate surrounding such events and perhaps influences their outcome. The question is asked about how much do journalists become players themselves in the educational debate, rather than being observers and reporting what happens. The question further becomes, are journalists willing or reluctant participants, self-operating or being managed from outside forces? Brief case studies are used to examine the relationship between the media and educational initiatives. Through the case studies, the paper makes the case that education has become highly political over the years, influencing political parties and election campaigns, To project into the future, it is suggested that education will be the biggest spending function and will involve the interests of the most people under a Scottish parliament which will, by necessity, be much smaller and have a narrowly focused media spotlight on it. National organizations in the education world will find themselves more publicly accountable and must be more readily available to the media. There is optimism for the changes to come with the new parliamentary structure and a greater openness for debate. (EH)

ED 426 015 SO 029 291

Social Studies Resource Guide.
PUB DATE- 97
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Instructional Materials; *Social Studies; State Curriculum Guides; State Departments of Education; *State Programs; *State Standards; Statewide Planning
IDENTIFIERS- *New York

This social studies guide is designed to serve as a companion document to the New York Framework and State Standards. The guide provides teachers with a wealth of information, strategies, learning experiences, sample assessments, research, and specific discipline materials to be used in the social

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; *Geographic Concepts; Geography; *Geography Instruction; Instructional Materials; *Interdisciplinary Approach; Intermediate Grades; Middle Schools; Secondary Education
IDENTIFIERS- Pearl (The); *Steinbeck (John)

This set of lesson plans incorporates teaching the five themes of geography in using the novel, "The Pearl," by John Steinbeck. Questions about the novel are related to the themes of location, place, regions, relationships within place, and movement of peoples. One section has an annotated bibliography with other literature selections with geography and social studies themes for the elementary grades and the middle school. A second section of the paper presents detailed lesson plans for each of the six chapters of "The Pearl" with activities tied to each of the geography themes. (EH)

ED 426 035 SO 029 396

Nelson, Murry
Are Teachers Stupid? Setting and Meeting Standards in Social Studies.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Evaluation; Elementary Education; Program Evaluation; *Social Studies; *Standards; *Teacher Certification; *Teacher Competency Testing; Teacher Qualifications

This paper examines the growth of the standards movement in education and asserts that the standards movement neglects large issues and constructs in a search for a simple, "quick fix" solution. Most of the standards' attention is centered around the content of the curriculum and little attention is paid to students and teachers. The standards movement is a "top down" endeavor, largely ignoring teacher training, student knowledge, and the nature of educational change. The document reviews today's standards that have been developed in the social studies, who the developers have been, and what might be expected to occur as a result of accepting or promoting such standards. Historical antecedents in social studies standards with the work of J. Franklin Bobbitt at the University of Chicago are noted. The history of standards has been a history of trying to "teacher proof" the right information with such an attempt being both insulting to teachers and doomed to failure. All of the standards are premised on the notion that teachers need direction. The paper examines teacher education and the requirements needed for content. The number of social studies teachers "produced" should be smaller in number, higher in quality, which is defined through the ability to design and demonstrate good teaching in social studies, not the ability to provide the answers to every social science or history question. Social studies is a dynamic field because it reflects the dynamism of humans on earth and that is what must be conveyed and cogitated. (EH)

ED 426 036 SO 029 399

Pryor, Bonnie J.
Teachers Who Will Make a Difference in the 21st Century...From One Principal's View Point.
PUB DATE- 98
NOTE- 11p.; Paper presented at Creighton University's Annual Teacher Induction Workshop (Nebraska, November 21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Educational Quality; Elementary Secondary Education; *Excellence in Education; Moral Values; Principals; Teacher Competencies; *Teachers; Teaching (Occupation); Teaching Skills; Teamwork

This keynote address by a school principal examines the importance of retaining the best teachers in order to maintain a high quality of education. This means keeping teachers happy and motivated, since they are the crucial part of most solutions to challenges. Principals expect teachers to be loyal to the school and staff; to be peak performers who teach above and beyond the teacher's manual; and to communicate and teach character (responsibility, self-discipline, caring, leadership, courage, sportsmanship, kindness, respect, loyalty, humor, trust, self-control, pride, goal-setting, creativity, and critical thinking). Expectations include: teachers should also be able to solve discipline problems with the support of the principal; principals expect teachers to be technology literate and to be comfortable using technology in the classroom; teachers should be willing volunteers and should help recruit parent volunteers; an exceptional teacher is the one who can reinforce positive values, beliefs, and goals daily so they become part of the child's fabric; if teachers are going to make an impact on the school, administrators must urge them to advance confidently in the direction they have chosen and encourage them to achieve; principals must trust in their teachers, allowing them complete control in many areas; teamwork is another key to success; and finally, it is important to value the arts in education and allow schools and teachers to include arts education in the curriculum. (SM)

ED 426 055   SP 038 257

Klecker, Beverly M.; Loadman, William E.
Empowering Elementary Teachers in Restructuring Schools: Dimensions To Guide the Mission.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Change; Elementary Education; *Elementary School Teachers; Public Schools; *School Restructuring; Self Efficacy; *Teacher Attitudes; *Teacher Empowerment; Teacher Role
IDENTIFIERS- Ohio

Teacher empowerment is a cornerstone of educational reform efforts. This study measured dimensions of teacher empowerment with a census of the 3,677 teachers in 169 Ohio public elementary schools initiating self-designed state-funded

Higher Education; Research Design; *Research Methodology; Research Utilization; Tables (Data)

This book is designed to provide knowledge about educational research and to help graduate students in education organize and conduct their own research. No prior familiarity with the principles, procedures, or terminology of educational research is required. Chapters are: (1) "Educational Research: Its Nature and Rules of Operation"; (2) "Types of Educational Research and Corresponding Sources of Data"; (3) "Selecting, Refining, and Proposing a Topic for Research"; (4) "Locating Published Research"; (5) "Interpreting and Summarizing Published Research"; (6) "Designing a Research Project"; (7) "Procedures and Tools for Gathering Data"; (8) "Analyzing Research Data and Presenting Findings"; (9) "Preparing a Research Report"; (10) "Ethnographic Research"; (11) "Descriptive Research and Historical Research"; (12) "Correlational Research"; (13) "Action Research and Evaluation Research"; and (14) "Experimental, Quasi-Experimental, and Causal-Comparative Research." An appendix discusses statistical concepts and procedures. Each chapter contains references. (Contains 19 tables and 16 figures.) (SLD)

ED 426 075 TM 029 299

Lipson, Marjorie Y.; Wixson, Karen K.
Assessment & Instruction of Reading and Writing Disability: An Interactive Approach. Second Edition.
PUB DATE- 97
NOTE- 759p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary Education; *Interaction; *Learning Disabilities; Literacy; Multicultural Education; Reading Comprehension; *Reading Difficulties; Reading Writing Relationship; *Writing Difficulties

This text, like the earlier edition, is based on an interactive view of ability and disability. It differs from the previous edition in its focus on reading and writing together as integral dimensions of literacy. The interactive approach suggests that reading or writing disability may reflect the match between the learner and the conditions of the learning experience, rather than simply the deficits of the learner. The following chapters are included: (1) "Perspectives on Reading and Writing Ability"; (2) "An Interactive View of Reading and Writing"; (3) "Reading and Writing Disability and the Assessment- Instruction Process"; (4) "Getting Started with Assessment"; (5) "Instructional Settings and Resources"; (6) "Instructional Approaches and Tasks"; (7) "The Foundations of Literacy"; (8) "Informal Classroom-Based Assessment"; (9) "Structured Inventories and Assessments"; (10) "Formal Assessment"; (11) "Interactive Decision Making"; (12) "Getting Started in Instruction"; (13) "Adapting Instruction To Focus on Word Recognition and Spelling"; (14) "Adapting Instruction To Focus on Vocabulary"; (15) "Adapting Instruction To Focus on Comprehension, Composing, and Studying"; and (16) "Professional Roles and Responsibilities." Four appendixes contain a sample case report, a list of books for children and youth, resources for multicultural literature and teaching, and a list of predictable books (books with a repetitive pattern of phrase or sentence). (Contains 163 figures and an extensive

Package for the Social Sciences' (SPSS) partial correlation computation, SPSS commands for regression analyses, and the SPSS regression analysis printout. (Contains 3 tables, 1 figure, and 10 references.) (SLD)

ED 426 096 TM 029 326

Helms, LuAnn Sherbeck
Dealing with Missing Data: How To Write an SPSS Syntax File.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Heuristics; *Social Science Research; *Statistical Analysis; Surveys
IDENTIFIERS- Mean (Statistics); *Missing Data; *Statistical Package for the Social Sciences

Dealing with missing data is frequently necessary in social sciences research. There are many statistical methods for dealing with missing data. This paper focuses on four of the more basic methods: (1) listwise deletion; (2) pairwise deletion; (3) total mean substitution; and (4) variable mean substitution. Each of the methods is discussed, and the discussion includes instruction on how to perform the technique using the Statistical Package for the Social Sciences (SPSS). Information is also provided on how to write an SPSS syntax file to perform variable mean substitutions. A heuristic data set of 11 individual surveys, each of which contains 20 questions, is used to make the discussion concrete and optimally useful. Three appendixes illustrate determining the variables to delete, deleting some cases and determining means, and performing the mean substitution. (Contains four tables and seven references.) (Author/SLD)

ED 426 097 TM 029 327

Lancaster, Brian P.
Defining and Interpreting Suppressor Effects: Advantages and Limitations.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Definitions; Heuristics; *Identification; *Predictor Variables; *Statistical Analysis; *Suppressor Variables; Validity

Suppressor effects are considered one of the most elusive dynamics in the interpretation of statistical data. A suppressor variable has been defined as a predictor that has a zero correlation with the dependent variable while still, paradoxically, contributing to the predictive validity of the test battery (P. Horst, 1941). This paper explores the three definitions of regression suppressor variables by reviewing

PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; *Communication (Thought Transfer); Conferences; *Educational Research; Federal Government; Financial Support; *Planning; Research Design; *Research Methodology; Research Utilization; *Resource Allocation

A conference was convened to bring together representatives of educational research planning efforts underway in federal agencies and professional and scientific organizations. This report identifies the principal emphases and tentative agreements from the sessions. The clear sense of the conference was that the educational research system has encountered powerful constraints and limitations, which have hampered many research efforts. In spite of this, educational research has made many important contributions to the improvement of education and can continue to contribute if adequate resources are allocated. Improvements to the synthesis of research findings, the institutional framework for research, and the communication of research findings must be made, and new, highly trained researchers must be recruited. An overriding idea of participants was that educational research planning must emphasize focus and selectivity to concentrate on areas that the public and profession believe to be important. Emphasis on more rigorous methods and designs and better peer participation and review will be very important. Undergirding any successful research planning must be attention to the capacity of the education research system and an increased emphasis on communicating the findings of research to the profession, the public, and the educational policy world. The National Educational Research Policy and Priorities Board and the Office of Educational Research and Improvement have important roles to play in these efforts. Appendixes contain the conference agenda and a list of attendees. (SLD)

ED 426 117 TM 029 403

Lawrence, Leslie
Talking about Tests: An Idea Book for State Leaders. Lessons from the States.
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Communication (Thought Transfer); Educational Change; Educational Policy; Elementary Secondary Education; *Parents; Standardized Tests; *State Programs; *Test Results; *Testing Programs

Clear communication with parents about educational reform issues and the implementation of standards is essential. This publication presents ideas for state leaders on how better to inform parents about statewide assessments and how to report the results of these assessments to parents so that the results are more meaningful. The first section provides the perspectives of a parent and a policymaker when confronted with a new statewide test for the first time. The second section makes five strategic and four content recommendations and gives

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; *Charter Schools; Elementary Secondary Education; Evaluation Methods; School Choice; *School Effectiveness; School Restructuring; Urban Schools
IDENTIFIERS- *Reform Efforts

This paper tries to set out a framework for thinking about whether the innovation known as "charter schools" is working. It is designed to help those who are designing evaluations and those who are thinking about accountability. The charter schools movement is a new state strategy for educational system change. Those who ask whether the charter school is working must look at both innovations in the approach: the alternate sponsor and the school accountable for the results. To begin with, any examination of the charter school must examine the law, determining whether schools are actually being created and how good, and how different, the school designs being created really are. Other issues are the quality of sponsors' decisions about charter school approval and whether schools are responding with improvements of their own. How tough sponsors are about school improvement and how tough the state is about the sponsor's performance must be considered. A second set of questions arises about school performance: are the students learning?; what standards must be met?; and what measures of performance are being used? are all questions to consider. A final issue is determining what the school does about low performance. (SLD)

ED 426 134 UD 032 686

A Guide for Developing a Business Plan for Charter Schools.
PUB DATE- 98
NOTE- 21p.; For related documents, see UD 032 688-689.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Charter Schools; Educational Administration; Educational Change; *Educational Finance; Elementary Secondary Education; Needs Assessment; Program Development; Program Implementation; *School Choice; Urban Schools
IDENTIFIERS- *Business Plans

This guide may be used by charter school operators in developing a business plan that can be used as a management tool in individual schools and in preparing applications for charters, renewals, and grants and loans. A sound business plan must reflect the school's ideas, assets, and needs clearly and succinctly. Drafting a business plan begins with considering: the experience and abilities of organizers; the needs of the school, its students and parents; and the resources available and required. Financial statements required for the business plan include: (1) an annual operating budget; (2) a monthly or quarterly cash flow; (3) projections for 3 to 5 years of income and expenses; and (4) an audited financial statement of the current year. A suggested business plan outline is presented that includes a summary description of the school, a market analysis, the description of a marketing strategy, a management plan, and financial data. A sample plan is presented for a the eighth-grade Asian students in 1988 were born outside the United States, compared with about 18% of their Hispanic peers. First-generation students in each racial-ethnic group were more likely to come from families who lived at or below the poverty level than their second- and third-generation counterparts. Similar proportions of both Asian and Hispanic groups were categorized as being limited-English proficient (six and eight percent respectively), but Hispanic students were more likely to come from a home where a language other than English was spoken. Among all eighth graders, Hispanics were more likely than Asians to be below proficiency in mathematics and science, at 25% versus 9% in mathematics and 41% versus 25% in science. The proportions of Asian and Hispanic students who tested below proficiency in reading, however, did not differ significantly, at 14% and 19% respectively. Overall, the parents of the 1988 Asian eighth graders were more likely to expect their children to earn at least a college degree compared with the parents of Hispanic eighth graders. As of 1994, Asian students were more likely to have enrolled in postsecondary education. Three appendixes contain a glossary, technical notes, and multivariate data tables. (Contains 3 figures, 25 tables, and 8 references.) (SLD)

ED 426 154 UD 032 709

Darder, Antonia
Teaching as an Act of Love: In Memory of Paulo Freire.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; *Cultural Awareness; *Democracy; *Educational Philosophy; Educationally Disadvantaged; Foreign Countries; Life Events; *Literacy Education; Teaching Methods
IDENTIFIERS- Brazil; *Critical Pedagogy; *Freire (Paulo)

For Paulo Freire, a democratic education could not be conceived without a profound commitment to humanity and a recognition of the dialectical relationship between cultural existence as individuals and political and economic existence as social beings. Freire believed that to solve the educational difficulties of students from oppressed communities, educators have to look beyond the personal to the historic realm of economic, social, and political forms. To embrace a pedagogy of freedom, Freire further believed, educators need to see how the domesticating power of the dominant ideology causes teachers to become ambiguous and indecisive in the face of injustice. Critical educators need to struggle against punitive and threatening methods used within schools to instill a fear of freedom. In his writings, in his work with the illiterate in Brazil and elsewhere, and in his own life, Freire possessed an unwavering faith in the oppressed, and he identified this respect for and commitment to the oppressed as an essential ingredient for the cultivation of democratic schooling. (SLD)

ED 426 155 UD 032 710

Butler, Douglas M.
The Significance of African American Male Social Skills: Students with and without Disabilities.

voting for House, Senate, and governors' seats in this year's midterm elections, assistance in the wake of Hurricane Mitch, and devastation in Honduras and Nicaragua caused by Hurricane Mitch (November 2-6); House Speaker Newt Gingrich announces his intention to resign, relief workers scramble to get basic necessities to stranded victims of Hurricane Mitch, standoff over weapons inspections in Iraq, the United States sends more military hardware and troops towards Iraq as diplomats evacuate, and Iraq continues to defy United Nations (UN) inspection demands (November 9-13); the showdown with Iraq is temporarily averted, the Leonid Meteor Shower returns, weapons inspectors are back in Iraq, impeachment hearings of President Clinton begin on Capitol Hill, and impeachment hearing questioning of Independent Counsel Ken Starr (November 16-20); Iraq must officially answer a United Nations request for weapons documents, and the possible AOL/Netscape merger (November 23-24); and widespread hunger continues in Somalia in spite of international aid (November 30). (AEF)

ED 425 740 IR 019 228

Quinones, Sherri; Kirshstein, Rita; Loy, Nancy
An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; *Data Collection; Educational Planning; Educational Research; Educational Resources; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Information Sources; *Program Evaluation; School Districts; Surveys

This guide is designed to help educators and administrators evaluate educational technology programs. Primarily geared to educators or administrators with little or no research experience, it is intended for use at the district or school level. As more and more states, districts, and schools develop technology plans to ensure that technology will be used effectively to benefit student learning and achievement, the need to understand technology's impact on improving student achievement will become even greater. This guide is organized in sections by typical questions one might ask in going through the evaluation process. Within each section, tips and "tricks of the trade" are provided along with worksheets and ideas for additional resources. The following questions are addressed: "Why am I evaluating?"; "What is an evaluation anyway?"; "Where do I start?"; "What questions should I ask?"; "What information do I need to collect?"; "What's the best way to collect my information?"; "What are my conclusions?"; "How do I communicate my results?"; and "Where do I go from here?" Appendices include additional sources, worksheets, and examples of technology surveys. (AEF)

ED 425 741 IR 019 229

Markham, Annette N.
Life Online: Researching Real Experience in Virtual Space.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Information Policy; Information Sources; Library Equipment; Library Expenditures; Library Funding; Library Personnel; *Library Policy; Library Services; Library Technical Processes; Mission Statements; Reference Materials; *Special Libraries
IDENTIFIERS- *Church Libraries; Library History; *Synagogue Libraries

A policy and procedure manual for all members (new and current) of the church or synagogue library staff is valuable because it preserves continuity in library administration, gives an easy reference to policies and procedures, helps maintain efficiency and effectiveness, provides a first step in establishing a new library, and provides a guide for library helpers and committee members. The purpose of this guide is to suggest information to be included in such a manual. Information on the following is provided: mission statement; goals and objectives; organizational chart; history; personnel; staff selection policy; financial policies; facilities; furnishings and equipment; selection policies; processing materials; sources of materials, equipment, furnishings and supplies; circulation policies; library public relations and promotions; inventory-weeding-maintenance procedures; reports; long-range planning; and professional memberships. An index is also provided. (AEF)

ED 425 760 JC 980 153

Findlen, George L.
Technical Colleges and College Transfer--One More Time.
PUB DATE- 97
NOTE- 17p.; Document consists of 4-page journal article and 11 pages of supporting documentation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Admission Criteria; *Articulation (Education); College Credits; *College Transfer Students; Educational Cooperation; Educational Objectives; Educational Policy; Educational Research; Higher Education; Institutional Mission; Partnerships in Education; *State Legislation; State Programs; Student Attitudes; Technical Education; *Technical Institutes; *Transfer Policy; Transfer Programs; Two Year Colleges; Vocational Education; *Vocational Schools
IDENTIFIERS- University of Wisconsin La Crosse; *Western Wisconsin Technical College

Despite common beliefs that technical college students do not wish to, and cannot, transfer to four-year institutions, many studies have found the opposite to be true. Research shows that 26% of students enrolled in vocational programs intend to transfer to a baccalaureate institution, and occupational course credits from technical colleges are often transferable. It is individual state policy that inhibits course transfer. For example, in Wisconsin, a program-to-program articulation agreement between individual technical colleges and universities is required. Studies on transfer from Western Wisconsin Technical College (WWTC) to the University of Wisconsin at La Crosse (UWLC) shows that such a policy is restrictive and detrimental to transfer students. Technical colleges should follow the example of comprehensive community colleges and broaden their mission to include transfer, creating articulation agreements with state universities. In

Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Costs; *Educational Finance; *Expenditures; *Income; Resource Allocation; *Tuition; Two Year Colleges
IDENTIFIERS- *Florida Community College System

This report provides information on Florida's community college costs by examining changes and patterns in revenues, FTE student counts, and expenditures. A supplement to "Program Evaluation and Justification Review: Florida's Community College System, Report No. 98-06," this document analyzes community college revenue and expenditures from two different perspectives: (1) system-level changes in revenues and spending patterns over time; and (2) revenue and expenditure differences among the 28 colleges. Financial analyses cover a seven-year period, from 1990-91 through 1996-97. In constant dollars, the Florida Community College System's total revenues and spending have grown in the last seven years. State appropriations and student tuition accounts for most of the total revenues, constituting 91% of the total revenues in fiscal year 1996-97. Total revenues exceeded total expenditures slightly because community colleges have some funds that are unallocated. Bar graphs illustrate financial statistics. Appended are expenditure differences per FTE student among community colleges (1996-97), and changes in administrative and instructional expenditures among community colleges (1990-91 to 1996-97). (Contains 14 graphs.) (AS)

ED 425 780 JC 990 029

The Literacy Connection: Improving Adult Literacy in New Jersey. Report and Recommendations from the Commission on Higher Education and the State Employment and Training Commission's Task Force on Adult Literacy.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Basic Skills; *Education Work Relationship; Employment Potential; Higher Education; *Job Training; Literacy Education; *Minimum Competencies; Outcomes of Education; Program Development; Workplace Literacy; Writing Skills
IDENTIFIERS- New Jersey Basic Skills Council; State Employment and Training Councils

A New Jersey Task Force on Adult Literacy recommended ways to improve the literacy delivery system for adults. This report and its recommendations focus on improving coordinated interagency planning and accountability to increase governmental efficiency, and on advancing the employability and self-sufficiency of the three million low-literate adults in New Jersey. The report asserts the idea that education is highly correlated with success; education affects employability, wages, productivity, the ability to function effectively in the family and community, and, ultimately, the state's economic well-being. A lack of literacy is directly related to the incidence of incarceration, dependency on public assistance, and a number of other social problems. Findings in this report, based on a 1994 survey of individuals age 16 to 64, reveal that nearly one-half of New Jersey's adults function at the lowest levels of literacy as defined by the National Adult Literacy Survey. Recommendations include improved planning and coordination, ensured responsiveness to customer

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Child Rearing; Childhood Needs; Discipline; Family Environment; Mass Media Effects; *Parent Child Relationship; Parent Education; *Parent Participation; Parent Responsibility; Parent Role; *Parenting Skills; Social Change; Social Problems; Videotape Recordings

This printed guide is designed to accompany a 60-minute television program (available on videotape) on positive parenting, including: the use of time, discipline, respect and responsibility, and community parenting, with interviews with Mary Pipher of "In the Shelter of Each Other" and Dr. Bruce Perry (Baylor University), who conducted the birth-to-three research. The program is intended to increase community awareness of the impact of positive parenting. Following a description of program goals, the guide provides a rationale for a positive approach to parenting, noting that social changes and their accompanying problems have made the task of parenting increasingly difficult. The guide then presents discussion questions for use prior to and after viewing the video, and activities for use in parenting classrooms and beyond the classroom. Next, the guide presents salient articles on the subjects of four episodes of a Wisconsin Public Television program, titled "Parent Connection," on which the video is based: (1) "So Many Needs, So Little Time...," on time constraints that affect parenting; (2) "Discipline: Expectations, Consequences and Rewards," on discipline as teaching rather than punishment and the role of expectations and consequences; (3) "Respect and Responsibility," exploring the role of character education; and (4) "Community Parenting," on the role of broader networks and social support systems in helping parents raise ethical and responsible children. Each of these four sections includes discussion questions and a list of additional resources. An article on the changing face of fatherhood is included, as well as a list of resources. The guide concludes with a list of additional resources related to positive parenting and families, and an appendix containing parenting hand-out materials. The 60-minute videotape encourages parents to become more involved in their children's lives and explores how current family life is different from life in the 1950s in areas of time, income and costs of living, demography, and employment of women. In addition, the video examines the implications of infant brain research on how parents address children's needs, and the effects of divorce on meeting those needs. The program's broad conclusion is that whatever the family's characteristics, the quality of support the child receives is the most important factor in raising a healthy and well-adjusted child. (HTH)

ED 425 800 PS 026 441

Family to Family: Reconstructing Foster Care.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Families Helping Families: Shared Family Care and Other Non-Traditional Child Welfare Services Conference (San Francisco, CA, February 19-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Child Welfare; *Children; *Foster

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Classroom Environment; *Early Childhood Education; Educational Resources; *Elementary Education; *Grouping (Instructional Purposes); *Mixed Age Grouping; Parent School Relationship; Student Evaluation
IDENTIFIERS- *Looping (Teachers)

This compilation of resource materials includes article and book chapter reprints, checklists, and other materials of potential interest to early childhood and elementary school teachers. The book's seven sections are: (1) "Issues"; (2) "Multiyear Education"; (3) "Early Childhood"; (4) "Upper Elementary"; (5) "Assessment"; (6) "For Further Thought"; and (7) "Resources/Bibliography." This final section includes a variety of resources, including a classified list of World Wide Web sites, advocacy organizations, publications and publishers, and a bibliography containing 346 items. (LPP)

ED 425 818 PS 027 117

Chambliss, Catherine
Enhancing the Quality of Child Care: Lessons from Research.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Day Care; *Day Care Centers; Day Care Effects; Early Childhood Education; Educational Assessment; *Educational Improvement; *Educational Quality
IDENTIFIERS- *Day Care Quality

Drawing on current research, this paper advocates the optimization and enhancement of quality in group day care. Child development researchers offer many suggestions for improving the quality of child care. Recent research has indicated the importance peers play in children's development. Researchers have also indicated the importance of establishing educational practices which offer exposure to multisensory stimulation, warm relationships that invite and reward language practice, and the establishment of consistent rules and routines. Efforts to accommodate differences in children's temperaments are also important. This paper draws upon all of these research conclusions to provide classroom management strategies for enhancing day care: (1) atmosphere (creating a positive, enjoyable workplace for teachers); (2) articulating goals (creating clear, measurable classroom objectives); and (3) accountability (creating contingencies that reinforce effective teaching). The paper also lists five external environmental context factors, including: (1) community values and attitudes; (2) parent attitudes; (3) employer attitudes; (4) school board attitudes; and (5) government attitudes. Finally, the paper describes two methods for enhancing day care quality, including solution-focused management strategies and enhancement of how children are taught. (Contains 19 references.) (Author/SD)

ED 425 819 PS 027 118

Clarke, Jean Illsley
Time-In: When Time-Out Doesn't Work.
PUB DATE- 99

of young learners and principles of child development. The fourth section, "The Learner-Centered Environment," addresses assessing a classroom environment, and enriching dramatic play. The fifth section, "Curriculum and Instruction," examines what research indicates as best language, literacy, social studies, math, and science awareness. This section includes sample learning experiences and considerations for planning. The sixth section, "Dimensions of Assessment," advises on keeping track of children's growth. The guide concludes with information on professional development, a bibliography, and a program-wide and preschool classroom equipment and materials checklist. (SD)

ED 425 838 PS 027 146

A Caring Place for Your Infant.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Child Health; *Day Care; Early Childhood Education; *Infant Care; *Infants; Parent Materials; Safety
IDENTIFIERS- Caregiver Behavior; *Day Care Quality; Day Care Selection; Transitional Activities

Selecting a child care program for infants presents special challenges for parents. This brochure provides information for parents on: the importance of high quality caregiving for their infant's development; infants' abilities and needs for warm human contact; important caregiver characteristics; and the caregiver-family partnership. The brochure also discusses how to ease the transition to a new care setting for infants and their families. Also provided is a checklist of child health and safety items that parents can use when visiting a center or family child care home. In addition, the brochure contrasts beneficial and poor practices for infant programs with regard to group size, caregivers' behavior, schedules and procedures, and activities. A list of further readings and resources available through the National Association for the Education of Young Children concludes the brochure. (KB)

ED 425 839 PS 027 147

A Caring Place for Your Toddler.
PUB DATE- 97
NOTE- 7p.; Printed as a two-fold, six-panel brochure. Contains some light and illegible type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Child Health; *Day Care; *Individual Development; Learning Activities; Parent Materials; Preschool Education; Safety; *Toddlers
IDENTIFIERS- Caregiver Behavior; Day Care Quality; *Day Care Selection; Parent Caregiver Relationship

Parents can make better decisions regarding a care setting for their toddler when they have information about how toddlers

ED 425 856 PS 027 227

Porter, Toni
Neighborhood Child Care: Family, Friends, and Neighbors Talk about Caring for Other People's Children.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; *Caregiver Role; Compensation (Remuneration); Early Childhood Education; *Family Caregivers; *Family Day Care; *Low Income Groups; Minority Groups; Motivation; Safety; Young Children
IDENTIFIERS- *Caregiver Attitudes; Child Care Needs; Day Care Quality; Day Care Selection; New York (New York); *Parent Caregiver Relationship

This report details a qualitative study undertaken to add to the knowledge base about care provided by relatives, friends, and neighbors. Focus group discussions were organized with African American, Puerto Rican, and Dominican women who care for other people's children in three low-income communities in New York City. There were a total of 45 participants in the formal focus group discussion--21 participants in the English groups and 24 in the Spanish. The report discusses findings from the focus group discussions in the areas of: (1) relationship of the caregiver to the parent; (2) number and ages of children in care; (3) origin of the child care arrangements; (4) motivations for providing care; (5) child care schedules; (6) remuneration; (7) quality of care; and (8) caregivers' interests. The report also discusses safety and quality issues, offers a view of child care in the community as a continuum, and suggests implications for public policy and for programs. In conclusion, the report notes that by knitting family, friends, and neighbors together in the shared care of children, child care is a fundamental part of the social, economic, and cultural fabric of low-income communities. The report's four appendices present: (1) project description; (2) organizing the focus groups; (3) analysis of findings: subcategories; and (4) child care continuum. (LPP)

ED 425 857 PS 027 230

Price, Amy; Barth, Richard P.
Shared Family Care Program Guidelines.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; Zellerbach Family Fund, San Francisco, CA.
PUB DATE- 96
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Child Welfare; Community Programs; *Family Programs; *Foster Care; Foster Family; Private Agencies; State Agencies
IDENTIFIERS- *Family Resource and Support Programs; Placement (Foster Care); *Shared Family Care

Shared family care has been defined as the planned provision of out-of-home care to parents and their children so that the parents, supported by the host caregiver, cares for the child and works toward independent in-house care; this approach is an alternative to the trauma of separation and lack of continuity inherent to foster care placement. This manual details

ED 425 875 RC 021 110

Rural Conditions and Trends: 1995-1999.
PUB DATE- 96
NOTE- 783p.; Maps and figures may not reproduce adequately. For volumes 1-5, see ED 396 866.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Laborers; Banking; Census Figures; Counties; Economic Factors; Employment Patterns; *Federal Programs; Income; Industry; Migration Patterns; *Nonmetropolitan Areas; Population Growth; *Population Trends; Poverty; Rural Economics; Rural Education; *Rural Population; *Rural Urban Differences; *Socioeconomic Status; Tables (Data); Unemployment
IDENTIFIERS- Economic Trends

This document consists of ten consecutive issues of the serial "Rural Trends and Conditions," extending from Spring 1995 through February 1999. Issues contain information and statistical data on rural economic and social conditions. Beginning with the Fall 1995 issue, issues exhibit repeating themes such as "Financial Institutions", "Rural Industry", "Federal Programs", "Socioeconomic Conditions." While the conditions and trends described in this serial will be of general interest to rural educators, there is little material directly related to education. The "Federal Programs" issues (v7 n2 and v8 n1) usually have a single chapter on "Education and Training." The financial issues usually contain some data pertaining to earnings and educational level of hired farm labor. The socioeconomic issues for this period contain population and migration data showing that the rural "brain drain" that involved loss of college-educated people from rural areas during the 1980s is no longer evident in the late 1990s. (EF)

ED 425 876 RC 021 601

Gallenstein, Nancy L.
Migration and Life of Hispanics in Utah.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Church Programs; *Cultural Maintenance; Ethnic Discrimination; *Hispanic American Culture; *Hispanic Americans; Immigrants; Mexican Americans; *Migration Patterns; Population Growth; Social Organizations; Social Support Groups; *Sociocultural Patterns; Spanish Speaking; *State History
IDENTIFIERS- Sense of Community; *Utah

This paper presents a historical and cultural overview of the migration and life of Hispanics in Utah and identifies three themes: search for a better life, need for and acquisition of a sense of belonging, and substance of the Hispanic people. Over the past 4 centuries, Hispanics have migrated to Utah from New Mexico, Mexico, and Central and South America. A brief history of Hispanics in Utah, beginning in the 1500s, reveals that the search for a better life was the primary reason for moving there, whether it was to escape political turmoil or recession, to avoid crime in larger urban areas, or simply to earn income sponsoring literacy classes, and providing technical assistance to community schools. Analysis of quantitative data suggests that BPEP goals will not be met by 2001 and may take an additional 12 years. A large 1995 survey identified educational risk factors for girls but also pointed out the fallacy of relying exclusively on quantitative data for program planning. Marriage customs, family expectations, and religion influence attitudes toward girls' education, and local people must be involved in designing the programs meant to change their lives. (Contains 15 references and 12 data tables.) (SV)

ED 425 892   RC 021 762

Lozano-Rodriguez, Jose R.; Castellano, Jaime A.
Assessing LEP Migrant Students for Special Education Services. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Awareness; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; *Limited English Speaking; Migrant Children; *Migrant Education; *Parent School Relationship; *Referral; Student Evaluation; Student Placement
IDENTIFIERS- ERIC Digests

Many migrant students are not identified for needed special education services in a timely manner. This digest describes the obligations of schools to provide such services, and discusses approaches for student referral, assessment, and placement and working with migrant families. Federal mandates concerning special education are summarized, and the unmet needs of migrant children are briefly discussed. The referral process takes time and includes requirements that vary among agencies, districts, and states. General information is provided on the referral process for the school-aged child. Because most migrant students are from Hispanic backgrounds, multidisciplinary assessment teams should include bilingual educators and be sensitive to children's cultural backgrounds. Evaluators must consider as many aspects of the student's life circumstances as possible in order to accurately interpret results of educational testing. Schools should give testing priority to migrant students, assess students fairly in their native language or provide a skilled interpreter, and interpret standardized tests with caution. Cultural and experiential differences between school personnel and parents may create difficulties. Suggestions for working with parents are listed. Because migrant students may move frequently, schools must pursue interventions quickly and provide copies of documents to be carried to the student's next school. (Contains 14 references.) (SV)

ED 425 893   RC 021 765

Beutler, Margot E.; Briggs, Marnie; Hornibrook-Hehr, Debra; Warren-Sams, Barbara
Improving Education for Immigrant Students: A Guide for K-12 Educators in the Northwest and Alaska.
SPONS. AGENCY- Department of Education, Washington, DC.

DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Interdisciplinary Approach; *Mathematics Education; *Science Education; *Second Language Learning; *Social Studies; Teaching Methods

The Greensboro Area Mathematics and Science Education Center and the Center for School Accountability and Staff Development sponsored a conference in May, 1998 which focused on the similarities and differences in teaching and learning in mathematics and science compared to learning in other content areas. This document contains the background papers from that conference. Chapters include: (1) "Foreign/Second Language Learning" (Janis L. Antonek); (2) "Teaching and Learning in Social Studies" (Ceola Ross Baber); (3) "Helping Students Learn Mathematics through Careful Sequencing of Problems and Questioning of Students' Thinking" (George W. Bright); (4) "Learning Technology and Other Things" (Christopher I. Cobitz); (5) "English Studies" (Brenda Cox); (6) "Incorporating Music in an Integrated Curriculum for Teacher Preparation" (Charlesetta M. Dawson); (7) "Learning To Do Science: Are Science Fairs the Key to Success?" (Catherine E. Matthews); (8) "Learning About--and From--Learning in the Social Studies" (Gerald Ponder); (9) "Development of an Elementary Social Studies Methods Course" (Tracy Rock); (10) "Integrative Instruction: Success and Frustration in Teaching against the Grain" (David Strahan); (11) "Teaching and Learning Mathematics" (Cecilia M. Toole); and (12) "Reading Instruction for Children in Elementary Schools" (Priscilla G. Wood). (ASK)

ED 425 912 SE 061 884

Krulik, Stephen; Rudnick, Jesse A.
Assessing Reasoning and Problem Solving: A Sourcebook for Elementary School Teachers.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Educational Assessment; Elementary Education; Elementary School Teachers; Journal Writing; Mathematics Activities; *Performance Based Assessment; *Portfolio Assessment; *Problem Solving; *Scoring; *Student Evaluation; Thinking Skills
IDENTIFIERS- *Alternative Assessment

This book reviews alternative assessment. Suggestions include portfolios, interviews, observations, journals, and tests utilizing various rubrics. This book contains suggestions and materials that teachers can use to assess students' progress in problem solving, reasoning, and communication. Many performance tasks and problem-specific rubrics for student analysis are included. (Contains 11 references.) (ASK)

ED 425 913 SE 061 906

Volcanoes! Teaching Guide.
PUB DATE- 98
NOTE- 70p.; Very large wall poster not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Educational Resources; Elementary Secondary Education; General Science; Interdisciplinary

(Rol Fessenden); (3) "Integrating Vocational and Academic Education" (Thomas Bailey); (4) "The Importance of Workplace and Everyday Mathematics" (Jean E. Taylor); (5) "Working with Algebra" (Daniel Chazan and Sandra Callis Bethell); (6) "Science and Mathematics Education: Finding Common Ground" (Jane Butler Kahle); (7) "SCANS and Mathematics--Supporting the Transition from Schools to Careers" (Arnold Packer); (8) "Thinking about the SAT" (William Linder-Scholer); (9) "Extended Response Tasks in International Contexts" (John Dossey); (10) "Fitting Tasks to Curriculum" (Zalman Usiskin); (11) "Mathematics as a Way of Thinking about Things" (Albert A. Cuoco); (12) "Preparing Students for Postsecondary Education" (Harvey B. Keynes); (13) "Pedagogical Implications for Problem-Centered Teaching" (Glenda T. Lappan); (14) "The Role of Complex Mathematical Tasks in Teacher Education" (Gilbert J. Cuevas); and (15) "Assessment Conversations as a Tool for Reform" (Paul G. LeMahieu and Marsha T. Horton). (ASK)

ED 425 935 SE 061 950

Stepanek, Jennifer
Engaging Families in Mathematics and Science Education: It's Just Good Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; Learning Activities; *Mathematics Education; Parent Influence; Parent Participation; *Parent Role; Parent School Relationship; *Science Education

This booklet offers teachers a variety of ideas and resources to strengthen partnerships with parents. Challenges and reasons for involving families are discussed. Several methods of communication are presented such as written, face-to-face, and technological communications; various ways of doing activities and homework with their children are offered for parents. (Contains 16 references.) (ASK)

ED 425 936 SE 061 951

Depiction of Science and Mathematics Education in the Northwest, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Demography; Elementary Secondary Education; *Mathematics Education; *Science Education; Student Participation; *Teacher Certification; *Teacher Characteristics
IDENTIFIERS- United States (Northwest)

This publication aims to assist educators and policymakers in examining regional trends in science and mathematics education. Recent data on key factors influencing mathematics and science education is presented. Key factors include population growth content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In the District of Columbia, 2,574 students in 108 public schools were assessed at the fourth-grade level and 1,693 students in 32 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of the District of Columbia fourth- and eighth-graders, compares their overall performance to students in the Northeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in the District of Columbia was 187 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in the District of Columbia was 233 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either the District of Columbia or the nation. At the fourth and eighth grades, White students in the District of Columbia had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 948 SE 062 119

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Florida. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 211p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Florida; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the fourth-grade level and 2,155 students in 90 public schools and 293 students in 18 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Michigan fourth- and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Michigan was 226 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Michigan was 277 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Michigan or the nation. At the fourth grade, White students in Michigan had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students. At the eighth grade, White students in Michigan had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 959 SE 062 130

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Minnesota. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 219p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Minnesota; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in New York was 223 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in New York was 270 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either New York or the nation. At the fourth and eighth grades, White students in New York had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 969 SE 062 140

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for North Carolina. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 211p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *North Carolina; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In North Carolina, 2,658 students in 106 public schools were assessed at the fourth-grade level and 2,638 students in 107 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of North Carolina fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Virginia was 223 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Virginia was 270 compared to 271 throughout the United States. The average mathematics scale score of fourth grade males did not differ significantly from that of females in either Virginia or the nation. The average mathematics scale score of eighth grade males was higher than that of females in Virginia; nationwide, however, the performance of males did not differ significantly from that of females. At the fourth and eighth grades, White students in Virginia had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 980 SE 062 151

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Washington. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 208p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Washington

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Washington, 2,640 students in 105 public schools were assessed at the fourth-grade level and 2,434 students in 103 public schools and 182 students in 9 nonpublic schools were faith can grow and mature. Five specific topics include: "What Is Faith for Me?"; "Nurturing Faith"; "Journey of Faith"; "Mission and Faith: A Call for Transformation"; and "Faith: The Foundation of Discipleship." Eleven appendices are included. (RJC)

ED 425 994 SO 028 674

Ford, Elinor R.; Durante, Sheila Rae; Ristau, Karen, Ed.; Haney, Regina, Ed.
As We Teach and Learn: Recognizing Our Catholic Identity. Module 3: Religion Curriculum Articulation: Faith as the Root of All Instruction.
PUB DATE- 97
NOTE- 75p.; For other study modules and the assessment package, see SO 028 672-678.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics; Christianity; Church Related Colleges; Curriculum; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Education; Instruction; Nuns; *Parochial Schools; Priests; *Religious Education; Religious Organizations; Teaching Guides
IDENTIFIERS- *Catholic Church

The As We Teach and Learn program consists of an instrument to assess the Catholic dimension of a school and is designed to be used with study modules in a faculty-meeting format. Module topics include: "Faith Community"; "Faith Development"; "Religion Curriculum Articulation: Faith as the Root of all Instruction"; "Service Learning"; "Prayer and Liturgy Integration"; and "Social Justice." Each module has been created so that it can stand alone or be used with other modules. Each module contains an overview of the complete program, a general introduction, directions and suggestions for using the program, a suggested first faculty meeting outline, an introduction to the module, outlines of five meetings, materials which can be duplicated, a suggested final faculty meeting, and a school planning form. This module, "Religion Curriculum Articulation: Faith as the Root of All Instruction," focuses on answering the question, "How is this school Catholic?" Five specific topics include: "The Catholic School Teacher: Growing in Catechetical and Theological Wisdom and Witness"; "The Religion Curriculum: A Fitting Instrument of Grace"; "The Religion Methodology: Meeting the Needs of Individual Faith Journeys"; "The Religion Assessment: Examining Individual and Total School Faith Growth"; and "The Religion Infusion: An Interdisciplinary Approach to Critical Religion Topics and Projects." Thirty-one appendices are included. (RJC)

ED 425 995 SO 028 675

Grace, Bill; Ristau, Karen, Ed.; Haney, Regina, Ed.
As We Teach and Learn: Recognizing Our Catholic Identity. Module 4: Service Learning.
PUB DATE- 97
NOTE- 45p.; For other study modules and the assessment package, see SO 028 672-78.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

studies curriculum development process within each school/district. The guide is divided into three major sections: (1) "Planning a Standards-Based Curriculum: Curriculum Essentials"; (2) "Planning a Standards-Based Curriculum: Learning Experiences"; and (3) "Planning a Standards-Based Curriculum: Assessment Models." This guide is not a final, complete document. The final version will be available in hardcopy, as a Compact Disc for use on CD ROM, and is accessible on the Internet at: http://www.nysed.gov. (EH)

ED 426 016 SO 029 292

The Arts Resource Guide.
PUB DATE- 97
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Elementary Secondary Education; *Fine Arts; Instructional Materials; State Curriculum Guides; State Departments of Education; *State Programs; *State Standards; Statewide Planning
IDENTIFIERS- *New York

This arts resource guide is designed to serve as a companion document to the New York Learning Standards defined for each major curricular area. The guide provides teachers with information, strategies, learning experiences, sample assessments, and specific discipline materials to be used in the arts curriculum development process within each school/district. The guide is divided into three major sections: (1) "Implementing the Learning Standards for the Arts: Curriculum and Instructional Materials"; (2) "Teaching to the Standards: A Collection of Learning Experiences"; and (3) "Assessing the Standards: Assessment Strategies and Models." This resource guide is not a final, complete document. The final version will be available in hardcopy, as a Compact Disc for use on CD ROM, and is accessible on the Internet at: http://www.nysed.gov. (EH)

ED 426 017 SO 029 301

Blubaugh, Donelle; Borden, Carla, Ed.
Land and Native American Cultures: A Resource Guide for Teachers, Readings, Activities, and Sources, Grades 9-12.
PUB DATE- 96
NOTE- 177p.; Slide set not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- *American Indian Culture; *American Indians; Art Expression; *Cultural Context; Cultural Differences; *Folk Culture; *Latin American Culture; Learning Activities; Secondary Education; Social Studies; Story Telling
IDENTIFIERS- *Andean People; Ceremonies; *Native Americans; Rituals

The educational materials in this resource guide were developed from information collected from the 1991 and 1994 Festival of American Folklife programs held at the National Mall in Washington, DC. The festivals were held in connection with the 500th anniversary of Spanish contact with the Americas and were celebrations of the diversity and persistence of "America's First People." The guide provides an opportunity for teachers

Rettinger, Virginia S.
The Public Self: Taking a New Look at Civic Education.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Citizenship Responsibility; Grade 6; Public Schools; Qualitative Research; Social Responsibility
IDENTIFIERS- California

This paper draws upon research and acquaints the reader with various aspects of the public self--the self interested in political and social issues. The document describes a study of how the public self was discovered. The data produced by this study resulted in the conclusion that to some degree all people have a public self. Most recognize there is a private self, but some do not seem to understand there is also a public self. Both states of being, public and private, seek expression in a location, at a time, and in activities that are distinctly different from each other. Through extensive interviews, examination of students' writings, and follow-up discussion with the students, the study gathered data from 20 students in the sixth-grade of two public schools in California. The study indicated that students in late elementary and middle school were already competently constructing public selves. Using student examples, the paper discusses defining the public self, where the public self has been, the public self in action, the public self related to political experience, speaking and acting, figuring the costs, the possibilities of the public self, and connecting gang activity to public self. The paper concludes that the public self requires understanding, nurturing, and support. The research study is appended. (Contains 16 references.) (EH)

ED 426 037 SO 029 402

Minor, Kent J.; Muthig, William J.
Social Studies. Competency-Based Education Assessment Series.
PUB DATE- 97
NOTE- 339p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; Elementary Education; Evaluation Criteria; Evaluation Methods; *Social Studies; *Student Evaluation
IDENTIFIERS- Alternative Assessment; *Competency Based Evaluation; *Ohio

The grade-level instruments that comprise this social studies component of the model competency-based education (CBE) assessment package for Ohio have been constructed to assist teachers in assessing student attainment of competencies with the best assessments possible. The package notes that the individual district may use these instruments as they have been developed or may decide to use some of the assessments contained in the instruments and not others. The district may wish to modify the assessments or choose to develop its own assessments. The package suggests, however, that as a strong CBE program provides the background for strong performance on restructuring. Mailed surveys examined six dimensions of teacher empowerment (decision-making, professional growth, status, self-efficacy, autonomy, and impact). A total of 1,888 teachers (51 percent) in 108 elementary schools (64 percent) completed and returned the surveys. Teachers rated their overall empowerment 3.93 on a 5-point Likert-type scale. Dimensional ratings were status (4.17), professional growth (4.29), self-efficacy (4.21), decision making (3.50), impact (3.69), and autonomy (3.38). There were no statistically significant differences in rating of empowerment by race/ethnicity or academic degree held. The finding of no difference in teachers' ratings of empowerment "across years of teaching experience" indicates that programs to increase skills and knowledge should be implemented at both preservice and inservice levels. Differences in ratings by gender suggest that educating elementary school teachers may require gender-specific guidelines. (Contains 29 references.) (SM)

ED 426 056 SP 038 445

Hawley, Willis D.; Valli, Linda
Guide to the National Partnership for Excellence and Accountability in Teaching (NPEAT). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Beginning Teacher Induction; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Faculty Development; Higher Education; Preservice Teacher Education; Standards; *Teacher Competencies; Teacher Evaluation; Teacher Recruitment; Teachers; *Teaching Skills
IDENTIFIERS- ERIC Digests

The National Partnership for Excellence in Education and Accountability in Teaching (NPEAT) helps place improvement of teaching at the center of reform efforts, addressing two problems that impede the development of systemic reforms to improve teaching quality: (1) absence of agreement about effective strategies for improving teaching among those who significantly influence teacher capabilities and motivation and teaching conditions; and (2) discontinuity, inconsistency, and misalignment of policies and practices that influence teaching quality across the teaching career continuum. This Digest describes how NPEAT emphasizes best strategies to attract, prepare, retain, and support teachers who serve needy students in urban schools. Policies that help direct NPEAT are set by a Policy Board composed of representatives from 30 organizations. NPEAT's work is organized into Policy and Practice Strands encompassing high-promise strategies for improving teaching: recruitment and retention, teacher preparation, induction, continuing professional development, and standards and assessment. The strands include interrelated activities: developing research-based consensus around ideas, principles, and promising policies and practices; disseminating knowledge and support of related action by partners and others; identifying what we need to know more about; and conducting relevant research and development that leads to usable knowledge. NPEAT focuses on understanding and facilitating bibliography.) (SLD)

ED 426 076 TM 029 300

Good, Thomas L.; Brophy, Jere
Contemporary Educational Psychology. Fifth Edition.
PUB DATE- 95
NOTE- 737p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Constructivism (Learning); Educational Environment; *Educational Psychology; Educational Theories; Elementary Secondary Education; High Risk Students; Higher Education; Preservice Teacher Education; *Student Motivation; Tables (Data)

Comprehensive coverage of the theories and basic concepts of educational psychology is provided. Also included are information on how they can be applied in a variety of learning situations and concrete advice for planning, implementing, and improving instruction. The focus is on teacher education. The chapters are: (1) "Classrooms, Teachers, Instruction, and Educational Psychology"; (2) "Cognitive Development: Piagetian Foundations"; (3) "Cognitive Development and Education"; (4) "Social and Moral Development"; (5) "Introduction to the Psychology of Learning"; (6) "The Behavioral Approach to Learning"; (7) "Cognitive and Constructivist Views of Learning"; (8) "Processing, Remembering, and Restructuring What We Learn"; (9) "Designing Instruction"; (10) "Principles for Selecting and Adapting Basic Instructional Methods"; (11) "Teaching for Understanding and the Social Construction of Knowledge"; (12) "Skills for Learning: Systematic Studying, Problem Solving, and Critical Thinking"; (13) "Basic Concepts of Motivation" ; (14) "Establishing and Maintaining Students Success Expectations"; (15) "Motivation: Helping Students To Value Learning"; (16) "Overview of Classroom Management"; (17) "Establishing and Maintaining a Good Learning Environment"; (18) "Principles and Techniques of Behavior Modification"; (19) "Humanistic Approaches to Educating At-Risk Students"; (20) "IQ, Cognitive Style, and Creativity"; (21) "Socioeconomic Status, Cultural, and Gender Differences"; (22) "Educating Students with Special Needs"; (23) "Assessing Student Performance"; and (24) "Assigning Grades." (Contains 38 figures, 28 tables, and numerous references.) (SLD)

ED 426 077 TM 029 301

Hickey, Daniel T.; Wolfe, Edward W.; Kindfield, Ann C. H.
Assessing Learning in a Technology-Supported Genetics Environment: Evidential and Systemic Validity Issues.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Curriculum Development; *Educational Technology; Evaluation Methods; *Genetics; *High

existing literature about suppressor effects and provides a heuristic example that demonstrates how the different types of suppressor variables can be detected. Special considerations in detecting suppressor effects are discussed, along with possible limitations researchers may encounter when including suppressor variables in a statistical design. (Contains 1 figure, 4 tables, and 14 references.) (SLD)

ED 426 098 TM 029 328

Frederick, Brigitte N.
Fixed-, Random-, and Mixed-Effects ANOVA Models: A User-Friendly Guide for Increasing the Generalizability of ANOVA Results.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Mathematical Models; Research Design
IDENTIFIERS- *Fixed Effects; Generality; Random Variables; *Rules of Thumb (Statistics)

Most researchers using analysis of variance (ANOVA) use a fixed-effects model. However, a random- or mixed-effects model may be a more appropriate fit for many research designs. One benefit of the random- and mixed-effects models is that they yield more generalizable results. This paper focuses on the similarities and differences between the various ANOVA models and the factors that should be considered when determining which model to use. An explanation of the "Rules of Thumb" for deriving the correct formulas for computing "F" statistics is also given. (Contains 2 tables and 15 references.) (SLD)

ED 426 099 TM 029 329

Amado, Alfred J.
Partitioning Predicted Variance into Constituent Parts: A Primer on Regression Commonality Analysis.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Heuristics; *Prediction; *Regression (Statistics)
IDENTIFIERS- *Commonality Analysis; Partitioning Procedures; *Variance (Statistical)

Commonality analysis is a method of decomposing the R squared in a multiple regression analysis into the proportion of explained variance of the dependent variable associated with each independent variable uniquely and the proportion of explained variance associated with the common effects of one or more independent variables in various combinations. Unlike other variance partitioning methods (e.g., stepwise regression) that distort the results, commonality analysis considers all examples of how to make parents more aware of new tests, their purposes, and the changes they may bring. Section 3 gives some ideas on how to report testing results to parents. In the fourth section, five organizations that are committed to better communication with parents are described. Their structures, the coalitions they have built, and the products they produce to communicate with parents are described. Section 5 contains suggestions from the states with the best success in communicating with parents. This "Idea Book" also contains a series of "Close-ups" that provide stories from states on a variety of issues related to statewide testing, including reporting scores, evaluating communication tools, helping teachers with communication, and negotiating with the test provider. The appendixes contain some annotated score reports, a set of resources to assist states in communicating with parents, and acknowledgments. (SLD)

ED 426 118 UD 031 351

Briand, Michael K.
Building Deliberative Communities. Leadership Collaboration Series.
PUB DATE- 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Role; *Community Development; *Cooperation; *Democracy; *Leadership; *Participative Decision Making; Politics
IDENTIFIERS- *Town Meetings

This booklet is the second in a series of four research reports that address problems in smaller American cities. The reports focus on issues of collaboration between public, private, and not-for-profit sectors in communities; profile urban issues in the context of strategies for systemic change; and suggest new models for strengthening communities. This report introduces the reader to the role deliberation can play in creating new opportunities for communities to work together in more productive ways. The report draws on statistical and educational research to support the thesis that deliberative discussions can help a community learn its own strengths and weaknesses and can help bolster its confidence in its ability to change itself for the better. Using a Community Convention (a contemporary version of the New England town meeting) as a vehicle, the report explores the possibility of achieving a representative voice from all community segments. Several examples of the Convention at work are given, and an appendix lists possible Community Convention processes. (SLD)

ED 426 119 UD 031 980

Lerman, Robert I.
Meritocracy without Rising Inequality? Wage Rate Differences Are Widening by Education and Narrowing by Gender and Race. Economic Restructuring and the Job Market No. 2.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; Economic Factors; Education Work

charter school planned for approximately 270 students. (SLD)

ED 426 135 UD 032 687

A Sourcebook for Organizers of Charter School Planning Workshops.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Change; *Educational Planning; Elementary Secondary Education; Program Development; Program Implementation; *Reference Materials; Resource Materials; School Choice; *Workshops
IDENTIFIERS- Reform Efforts; Sourcebooks

This sourcebook is a collection of some planning workshop ideas and tools that have been used by organizers of charter school workshops in a number of states. The purpose of the sourcebook is to help organizations assist potential charter school founders in their school planning through the application, chartering, and approval processes. The first section, "Designing and Organizing Effective Workshops," walks the workshop organizers through a step-by-step process for designing workshops to teach charter school founders how to plan the startup of a charter school. Selecting topics, recruiting speakers, choosing materials and presentation strategies, scheduling, and marketing the workshops are discussed. The second section, "Workshop Topics and Materials" contains: (1) a model workshop series; (2) a list of possible speakers; (3) workshop organizer tools and materials; (4) a list workshop topics and materials included in the full 500-page sourcebook; and (5) materials on each topic collected from 6 organizations that have conducted similar workshops in their own states. (SLD)

ED 426 136 UD 032 688

Hassel, Bryan; Hassel, Emily
Making Matches That Make Sense: Opportunities and Strategies for Linking Charter Schools and Comprehensive School Design Organizations.
PUB DATE- 98
NOTE- 27p.; For related documents, see UD 032 686 and 689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; Educational Change; Educational Policy; Elementary Secondary Education; *Integrated Activities; *Marketing; Partnerships in Education; Program Development; School Choice; *School Restructuring; School Size; Urban Schools
IDENTIFIERS- *Reform Efforts

The premise of this policy paper is that two educational movements, the charter school movement and the development and dissemination of a variety of comprehensive school designs, have an unprecedented opportunity to work together to improve U.S. public education. This paper, focusing on challenges facing comprehensive school design organizations, uses dozens of interviews with representatives of school design groups,

PUB DATE- 97
NOTE- 26p.; Light type throughout.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Black Students; *Disabilities; Elementary Education; Elementary School Students; Elementary School Teachers; Emotional Disturbances; *Interpersonal Competence; *Males; *Referral; *Special Education; Student Placement; Teacher Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- African Americans

A disproportionately high number of minority students are referred by general education teachers for placement in special education. Teacher perception of social skills and problem behaviors of African American male students with and without identified disabling conditions was studied with 44 African American urban male students in grades 3, 4, and 5. They represented three placement designations: (1) mainstreamed learning disabled; (2) mainstreamed emotionally disturbed; and (3) general education nondisabled. Twenty-two general education teachers who were homeroom teachers for a special education and a general education student participated. Data were gathered through examiner interviews of student participants and teacher ratings of at least two of their students, one in special education and one in general education. A series of t-tests (p 0.05) and a correlation were calculated along with supplemental analyses to address the research questions. There was no significant difference in teacher ratings of nondisabled and emotionally disturbed students in either social skills or problem behaviors. While there were significant differences in teacher ratings of social skills of nondisabled versus learning disabled students, no significant differences were found when teachers rated nondisabled versus learning disabled students on problem behaviors. In addition, there were no significant relationships when comparing teacher versus student ratings of social skills across the three groups. Findings are discussed in relation to the literature on teacher perceptions of African American males. The usefulness of the Social Skills Rating System (F. Gresham and S. Elliott, 1990) for this population is also discussed. (Contains 2 tables and 22 references.) (SLD)

ED 426 156 UD 032 711

Working the Web: Using the Internet To Fight Substance Abuse. Monthly Action Kit.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Mediated Communication; *Health Education; *Information Dissemination; Legislation; *Prevention; Research Utilization; *Substance Abuse; *World Wide Web

Using the Internet, people working to fight substance abuse can gather the information they need to write grant proposals, develop strategies and media campaigns, and contact legislators. The Internet also connects those working on similar issues, enhancing substance abuse education and prevention efforts. This Monthly Action Kit is a roadmap to the Web's resources. Accessing a few well-chosen websites once a week gives the user a way to maximize funding research without

Ethnographic Alternatives Book Series, Volume 6.
PUB DATE- 98
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); *Computer Mediated Communication; *Ethnography; Evaluation Methods; Interaction; *Internet; Interpersonal Communication; Interviews; Man Machine Systems; *Online Systems; Participant Observation; Personal Narratives; Sociocultural Patterns
IDENTIFIERS- Computer Users; *Online User Groups; Virtual Communities

This book focuses on what it feels like and what it means to spend substantial portions of one's everyday life in the chat rooms, support groups, and virtual communities of cyberspace. Interviewing heavy users online, and becoming one herself, the author creates and ethnographic site for inquiring into the meanings of life online, a place where she and her readers can witness for themselves the social practices that are transforming the meanings of identity, intimacy, and community. It is simultaneously a description of what the author encountered, an analysis of some of the texts (people) encountered, and an analysis of the project itself. The first chapter "Going Online" describes the author's experiences of going and being online and accomplishing the initial stages of the project. Some of the language and terminology used with certain technologies are also introduced. The second chapter "The Shifting Project, The Shifting Self" address some methodological issues related to studying this shifting ethnographic site. The third chapter "Themes of Life in Cyberspace" discusses three themes that helped the author understand some of the ways users experience and frame online communication. It discusses how users: (1) frame; (2) experience; and (3) why they use, go to, or exist through and with computer-mediated communication. Chapters 4 "Stories of Tools and Places" and 5, "Stories of Places and Ways of Being," present extensive excerpts of conversations with the participants and apply the themes developed in the third chapter to an analysis of these interviews. In the concluding chapter 6 "Reflecting" the author contemplates her experiences with online communication, her goals, the project, and the future. In addition to these six chapters, other elements, or "Interludes," that are essential to the telling of the story are included. Contains an index. (AEF)

ED 425 742 IR 019 230

Uppal, Charu; Sundar, S. Shyam
The Psychological Importance of "Distance" in Distance Education.
PUB DATE- 98
NOTE- 7p.; Paper presented to the Instructional and Developmental Communication Division at the Annual International Communication Association (ICA) Conference (48th, Jerusalem, Israel, July 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Higher Education; Instructional Design; Instructional Effectiveness; *Instructional Material Evaluation; *Instructional Materials; Material Development; *Student Attitudes; *Student Reaction; Undergraduate Students

addition, states should adopt a university system policy that permits students to transfer their course work wherever appropriate. Restrictive state policies such as Wisconsin's program-to-program policy should be lifted to better serve the needs of future students. (Contains 15 references, transfer research guidelines, and research findings from WWTC and UWLC.) (YKH)

ED 425 761 JC 980 218

"Responding to Welfare Reform" Conference (Syracuse, NY, February 26, 1998). Conference Presentation Summaries.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Community Colleges; Job Training; *Labor Force Development; Program Implementation; State Legislation; Student Welfare; Two Year Colleges; Welfare Recipients; *Welfare Services
IDENTIFIERS- American Association of Community Colleges; *Welfare Reform

This document contains presentation summaries from a conference on "Responding to Welfare Reform." The first presentation, from the American Association of Community Colleges (AACC), deals with the impact of welfare reform on two-year colleges. It discusses the national impact of TANF, the results from a July 1997 AACC survey concerning community colleges and welfare reform, successful welfare-to-work models, and legislative changes to the TANF law. The next section summarizes a presentation by Broome Community College. It outlines the proponents and results of Broome's Workforce Development Pilot Program. Other presentation summaries in the paper discuss Corning Community College's Learn to Earn Program, Monroe Community College's Work and Learn Center, Niagara County Community College and the Niagara County "One Stop" Access Center, Onondaga Community College's JOBSplus Program, and Sullivan County Community College's OASAS/VESID Residential Treatment Training Program. (YKH)

ED 425 762 JC 980 219

Postsecondary VATEA Grants Officers' Conference (Lathham, NY, June 18-19, 1997). Proceedings.
SPONS. AGENCY- New York State Education Dept., Albany. Regents Advisory Committee on Educational Leadership.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Curriculum Development; Integrated Curriculum; *Job Training; *Partnerships in Education; Program Improvement; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

The purpose of the Postsecondary Vocational and Applied Technology Education (VATEA) Grants Officers' conference was to have officers share with each other the best practices of the VATEA programs. The report of the conference includes a presentation on workforce preparation by the Acting Deputy needs, expanded staff development opportunities, improved program accountability, and increased awareness of the importance of literacy programs. (Contains 16 references.) (AS)

ED 425 781 JC 990 030

Gordon, Ronald J.
Using Computer Adaptive Testing and Multiple Measures To Ensure That Students Are Placed in Courses Appropriate for Their Skills .
PUB DATE- 99
NOTE- 12p.; Paper presented at the North American Conference on the Learning Paradigm (3rd, San Diego, CA, January 9-12, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adaptive Testing; Basic Skills; Community Colleges; *Computer Assisted Testing; Educational Assessment; School Holding Power; *Screening Tests; Student Characteristics; *Student Placement; Two Year Colleges
IDENTIFIERS- Multiple Measures Approach; *Placement Tests; *Yuba College CA; Yuba Community College District CA

This paper recounts the use of a computerized multiple-measures placement model at Yuba College in Marysville, California. Yuba began using computerized placement tests in 1994, based on suggestions from faculty and student assessment staff. Two years later, a set of multiple measures criteria, consisting mainly of self-reported high school history was selected to weigh scores in placement recommendations. In spring 1997, new placement criteria were implemented for students testing for fall enrollment, and all placement recommendations were made by the computerized system. By fall 1997, student success among those placed by the test was above 70% in many basic skills courses. The placement accuracy ratio increased to more than .80. Conclusions of this pilot study show that carefully selected multiple measures applied by a computer to course placement significantly increases placement accuracy. Students whose placements were adjusted through the use of behavioral and historical characteristics were more accurately placed and succeeded at a higher rate than students placed on the basis of test scores alone, and at a much higher rate than those placed by subjective application of undefined multiple measures by counselors. Attached are a cover memo to faculty, and faculty and student surveys. (AS)

ED 425 782 JC 990 031

Spurling, Steven
Progress and Success of English, ESL and Mathematics Students at City College of San Francisco.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Basic Skills; Community Colleges; Ethnicity; High Risk Students; Longitudinal Studies; *Student Characteristics; *Student Educational Objectives; *Student Placement; Two Year College Students; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report summarizes three studies conducted during the 1997-98 school year. The studies investigated the level of academic success CCSF students achieved, and if this success varied by

Care; Foster Children; Foster Family; Mentors; *Parent Education; Parenting Skills; Program Descriptions; Program Evaluation
IDENTIFIERS- Annie E Casey Foundation; *Family Preservation Services; Welfare Reform

Family foster care, the mainstay of public child welfare systems, is in critical need of reform. Following a discussion of the efforts of the Annie E. Casey Foundation to assist communities and agencies in confronting this crisis, this paper describes the Family to Family Initiative, a system founded on the view that family foster care reform must be directed to producing a service that is less disruptive to its clients, more community-based and culturally-sensitive, more individualized to the needs of children and families, more available as an alternative to institutional placement, and more family-centered. Grants have been awarded to Alabama, New Mexico, Ohio, Maryland, Pennsylvania, Los Angeles County, and five Georgia counties. The paper describes the current status of the initiative, presents tools developed or used in Family to Family, and contains program description and evaluation information from the Family Match Program in Michigan and the Shared Family Care Program in California. The Shared Family Care Program involves the temporary placement of an entire family in the home of a host family who is trained to mentor and support the biological parents as they develop skills and supports necessary to care for their children and move toward independent living. The Family Match Program also involves mentoring to enhance family functioning, and to preserve and reunite families. (KB)

ED 425 801 PS 026 635

Allensworth, Diane, Ed.; Lawson, Elaine, Ed.; Nicholson, Lois, Ed.; Wyche, James, Ed.
Schools & Health: Our Nation's Investment.
PUB DATE- 97
NOTE- 514p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Child Health; *Comprehensive School Health Education; Elementary Secondary Education; Government Role; *Health Education; *Health Programs; *Health Promotion; Physical Education; *School Health Services
IDENTIFIERS- Infrastructure

In 1994, an Institute of Medicine committee was convened to study comprehensive school health programs (CSHPs) in grades K-12 and to make recommendations for national, state, and local actions. The background of the study, issues considered by the committee, and an overview of CSHPs are discussed in the first two chapters of this report. The remainder of the report discusses the four topics of school health that the committee examined in depth: education, services, infrastructure, and research and evaluation. Based on research on physical and health education, the committee recommends that: (1) all students receive sequential, age-appropriate health education every year during the elementary and middle or junior high grades; (2) a one-semester high-quality health education course at the secondary level become a requirement for high school graduation; and (3) all elementary teachers receive preparation in health education content and methodology during their preservice training. Based on research on services, the committee recommends that: (1) school health services be formally planned, and their quality be continuously monitored;

NOTE- 81p.; Illustrated by Cary Pillo.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anger; *Behavior Change; Behavior Problems; Change Strategies; *Child Rearing; *Children; Contingency Management; *Discipline; Extinction (Psychology); Parent Child Relationship; Parent Education; *Parenting Skills; Timeout; Trust (Psychology)

Based on the belief that all children need some kind of discipline when they misbehave, this book presents Time-In, a 4-part discipline process that helps parents and teachers connect with children, teach them to solve their own problems, and become responsible for the outcomes of their actions and attitudes. The four disciplinary tools are: (1) Ask--asking questions to teach a needed lesson, to encourage thinking and taking responsibility, and to remind children of rules; (2) Act--acting to redirect behavior, enforce a logical consequence, or to stand by and allow natural consequences to teach a lesson; (3) Attend--paying attention to decide what is needed; and (4) Amend--making amends to pay or atone for a loss, injury, or insult. The process is intended for children ages 1 to 12 years, but the Ask and Amend tools will need adaptation for use with children younger than 3 years. The book begins with a description of time-in and how it compares to time-out and other common methods of discipline. Next, the book describes each disciplinary tool in turn, focusing on how and when each is applied to teach a particular lesson to the misbehaving child. Numerous examples are provided to clarify the application of each technique. Following the explanation of the disciplinary tools, the book examines how to combine the tools effectively in child rearing, discusses contributors to children's misbehavior, and details how parental anger influences child rearing. Most of the chapters contain references. (KB)

ED 425 820 PS 027 120

Levenstein, Phyllis
High School Graduation Effects of a Verbal Interaction Program for At-Risk Toddlers: A Study of Long-Term Outcomes in a Replication of the Mother-Child Home Program.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Head Start National Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Rate; Educational Assessment; *Educational Attainment; Graduation; *High Risk Students; High School Graduates; High School Students; High Schools; Interaction; Mothers; Outcome Based Education; *Outcomes of Education; *Parent Child Relationship; Parent Influence; Preschool Education; Program Effectiveness; Verbal Communication
IDENTIFIERS- *Graduation Rates; Massachusetts; *Mother Child Home Program

High school outcomes were assessed for 123 young adults, originally toddlers in the home-based, low-intensity Mother-Child Home Program (MCHP) and at risk for dropping out of high school because of their parents' low income and education. Participants were recruited for the Pittsfield, MA, replication learn and about quality programs for toddlers. This brochure provides information to parents on how toddlers learn through play, exploration, and observation; the importance of toddlers learning at their own pace; and the role of a secure environment. The brochure also delineates the special challenges and opportunities in group care for toddlers, including developmental characteristics of toddlers, the caregivers' role, and the importance of the caregiver-family partnership. Also presented are examples of appropriate toddler activities in a family child care home and in a child care center. In addition, the brochure contrasts effective and poor program practices, including the children's relationship with the caregiver, caregiver behavior, literacy activities, inclusiveness of the setting, using routine tasks as learning opportunities, health and safety procedures, and the staffing schedule. The brochure also lists safety precautions for parents to look for when they visit a program for toddlers, and provides information on additional resources available through the National Association for the Education of Young Children. (KB)

ED 425 840 PS 027 148

A Good Preschool for Your Child.
PUB DATE- 97
NOTE- 8p.; Printed as a two-fold, six-panel brochure.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Integrated Curriculum; Parent School Relationship; *Preschool Children; Preschool Curriculum; *Preschool Education; Teacher Student Relationship
IDENTIFIERS- Day Care Selection; *Developmentally Appropriate Programs; Developmentally Inappropriate Programs; *Preschool Selection

This brochure provides information for parents on selecting a good early childhood program for their preschool-age child. The brochure describes how 3- and 4-year-olds learn, and gives examples of how a developmentally appropriate program approaches intellectual, social, motor, and language development in 3- and 4-year-olds. The brochure also describes how an integrated curriculum uses themes or projects to enable children to expand their knowledge and skills in language and literacy, mathematics and science, social studies, and the arts. In addition, the brochure contrasts developmentally appropriate and inappropriate educational practices for preschoolers. A list of further readings and resources available through the National Association for the Education of Young Children concludes the brochure. (KB)

ED 425 841 PS 027 149

A Good Primary School for Your Child.
PUB DATE- 97
NOTE- 7p.; Printed as a two-fold, six-panel brochure.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

guidelines prepared for use by state and local public organizations and private community-based agencies that wish to incorporate shared family care into their standard continuum of services available for high-risk families. The manual was designed to educate interested groups in the potential uses of shared family care as a service option, and to identify the steps and information needed to initiate development and implementation of this service. The manual, comprising seven major components, allows for customization to specific situations. The components are: (1) an overview of shared family care; (2) guiding principles and anticipated benefits; (3) program elements; (4) host families; (5) licensing and liability issues; (6) financial considerations; and (7) program planning and evaluation. Materials in the manual's appendices include: sample forms and program materials; discussion points for legislators and administrators with estimated program cost comparisons; and a list of possible evaluation and assessment instruments. (LBT)

ED 425 858 PS 027 233

Douglas, Dorothy, Ed.
Alaska's Children, 1998. Alaska Head Start State Collaboration Project, Quarterly Report.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 98
NOTE- 54p.; For 1996 quarterly reports, see ED 414 081. For 1997 quarterly reports, see ED 417 025.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Alaska Natives; Brain; Compensatory Education; Early Childhood Education; Early Intervention; Emergent Literacy; Family Programs; Newsletters; *Preschool Children; *Preschool Education; Professional Associations; Program Descriptions
IDENTIFIERS- Alaska; Brain Development; National Head Start Association; National Indian Head Start Directors Association; *Project Head Start

This document consists of four issues of the quarterly report "Alaska's Children," which provides information on the Alaska Head Start State Collaboration Project and updates on Head Start activities in Alaska. Regular features in the issues include a calendar of conferences and meetings, a status report on Alaska's children, reports from the Alaska Children's Trust, and "Collaboration Briefings," updates on the collaboration project activities. The Winter 1998 issue focuses on revising Head Start, including family and community partnerships and early childhood development and health services; the governor's state of the child address; and the Smart Start Initiative. The Spring 1998 issue contains articles on the National Head Start Association, news from the Alaska Head Start Association, and the Alaska governor's remarks at the National Head Start Conference. The Summer 1998 issue highlights the importance of early experience for brain growth and development, the effects of early comprehensive programs for children and families, and a conference schedule for "The Early Years, The Critical Years" conference. The Fall 1998 issue focuses on supporting emergent literacy in Alaska's population and a description of the goals of the National Indian Head Start Directors Association. (KB)

ED 425 859 PS 027 234

Illinois Prekindergarten Program for Children at Risk of Academic and return to their homeland. Utah Hispanics satisfied their need to belong by maintaining their cultural heritage through various practices and support systems, including the use of Spanish, special foods, festivals, traditional holidays, and interactive art forms such as music and dance. Churches, social organizations, and mutual aid societies have been important factors in maintaining Hispanic culture. Spanish language newspapers, magazines, and radio stations serve the Hispanic population, which has seen most of its growth since World War II and is presently the fastest growing minority group in Utah. As such, Hispanics are also affecting the demographics of Utah's educational system. The Hispanic population has experienced bias and discrimination in schools and the wider community, and has been offered secondary work positions, often because of low educational levels. Yet the value system and culture that the majority of Hispanics maintain have resulted in a strong work ethic and family support system. (Contains 23 references.) (TD)

ED 425 877 RC 021 620

Erni, Christian, Ed.
The Indigenous World, 1997-98 = El Mundo Indigena, 1997-98.
PUB DATE- 98
NOTE- 814p.; Photographs and maps may not reproduce adequately. For the 1996-97 publication, see ED 412 063.
LANGUAGE- English; Spanish
EDRS Price- MF5 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; American Indians; *Civil Liberties; Conservation (Environment); Court Litigation; Cultural Maintenance; Economic Development; Educational Needs; Ethnic Discrimination; *Females; *Foreign Countries; *Indigenous Populations; Land Use; Politics; Tribal Sovereignty
IDENTIFIERS- *Land Rights; United Nations

This annual publication (published separately in English and Spanish) examines political, legal, social, environmental, and educational issues concerning indigenous peoples around the world during 1997-98. Part I highlights news events and ongoing situations in specific countries in nine world regions. In the Arctic and North America, these include a U.S. Supreme Court ruling that "Indian Country" does not exist in Alaska; funding cuts for education, health, and social services in the Northwest Territories; planning for the creation of the new Canadian territory of Nunavut; a Canadian Supreme Court decision affirming aboriginal land rights in the absence of treaties; threats by developers, mining, and drilling to Indian sacred sites and lands used for subsistence activities; cultural and environmental education for Western Shoshone youth; and the Leonard Peltier case. Other sections cover Mexico and Central America, South America, the Pacific and Australia, East Asia, Southeast Asia, South Asia, and Africa. Indigenous issues in these regions include violations of human rights, proposed reforms to education and language policy, environmental threats and indigenous opposition, legal and political reforms, intellectual property rights, land rights, preservation of traditional knowledge, a historical report on Australian Aboriginal children removed from their families, indigenous self-determination, and global indigenous networking and cooperation. Part II examines indigenous women's issues covered by the First African Indigenous Women's Conference, the Second Asian Indigenous Women's Conference, the Conference of

PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Civil Rights; Cultural Awareness; *Cultural Differences; Educational Strategies; Elementary Secondary Education; *Equal Education; *Immigrants; *Immigration; Limited English Speaking; Misconceptions; Parent Participation; Refugees; Social Bias; *Teacher Attitudes
IDENTIFIERS- Alaska; Immigration Law; *United States (Northwest)

This guide provides educators with information and resources for gaining a better understanding of immigration and the immigrant experience and suggests strategies and techniques to meet the educational needs of immigrant students within regular classrooms. The first section provides a brief overview of the history and current status of immigration in the United States, including current immigration law. A chart summarizes major actions affecting U.S. immigration by decade. The second section presents information to counter current misperceptions about immigration and immigrants. The third section contains information on the immigrant experience, the diverse backgrounds of major immigrant groups in the Northwest and Alaska, and an overview of refugee groups in the Northwest and Alaska. The last section provides overall strategies for better serving the needs of immigrant student and specific strategies related to intercultural communication, evaluating students on an individual basis, English language development, family involvement, and undocumented students. Checklists for measuring the immigrant-friendliness of classroom and school are included. An extensive resource section is divided into the following categories: general, facilitating student success, multicultural education, organizational, and online. (Contains 116 references categorized as general, Asia, former Soviet Union, Latin America, and sources for the "Myth and Reality" section.) (TD)

ED 425 894 RC 021 769

MacPhee, David; Fritz, Janet J.; Schubert, Marcia Ohmert
Ethnic Variations in Use of Community Programs.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; *Anglo Americans; Client Characteristics (Human Services); *Community Services; *Hispanic Americans; Income; Minority Groups; Public Agencies; Self Efficacy; Use Studies
IDENTIFIERS- *Service Utilization; *User Characteristics

Minority families are less likely than Anglos to seek services from community agencies. Two studies were conducted with 178 Hispanic, 309 American Indian (Ute and Navajo), and 363 Anglo parents using the Social Network Questionnaire, Self-

Approach; Language Arts; Lesson Plans; Mathematics; *Science Activities; *Science Curriculum; Science Instruction; Social Studies; *Volcanoes
IDENTIFIERS- National Science Education Standards
This document is an interdisciplinary set of materials for grades 4 through 8 that reflects the goals of the National Science Education Standards developed by the National Research Council (NRC). The activities in this packet incorporate a number of related subjects including other sciences, social studies, language arts, and mathematics. Contains a two-sided poster, teaching guide, six lesson plans with timed activities, and an evaluation sheet. Lesson topics include the lithosphere, atmosphere, biosphere, hydrosphere, and cryosphere. (DDR)

ED 425 914 SE 061 908

Hollenbeck, James Edward
Science, Technology and Society: An American Approach to Environmental Education in Practice in Iowa Schools.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Foundation for Environmental Education in Europe (Kranj, Slovenia, September 24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Epistemology; Models; *Science and Society; Science Curriculum; Teacher Attitudes; Technology Education
IDENTIFIERS- *Iowa
This paper makes a case for considering science as one of the humanities by describing the use of the Chautauqua Model in the state of Iowa to affect teacher attitude and behavior. The model includes a two-week experience with science, technology, and society teaching and learning (STS); a two-and-one-half day short course; planning and usage of a 20-day STS module; identification of local resources; and a follow-up short course. A discussion of the positive effects of STS instruction is also included. (DDR)

ED 425 915 SE 061 912

Bradley, Jack L., Jr.; Beazley, Lea J.; Cook, Carrie
Alpine Forest. Mount Mitchell State Park: An Environmental Education Learning Experience Designed for Grades 4-6.
PUB DATE- 97
NOTE- 103p.; Revised edition of ED 378 046. For other documents in the series, see SE 061 913-914.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Conservation Education; Curriculum Guides; *Ecology; *Environmental Education; Field Trips; *Forestry; Group Activities; Hands on Science; Instructional Materials; Intermediate Grades; Natural Resources; *Outdoor Education; Science Education; *Trees
IDENTIFIERS- *North Carolina; *State Parks; Stewardship
This curriculum packet was developed to provide environmental education through a series of hands-on activities for the classroom and the outdoor setting of Mount Mitchell State Park, North Carolina. Designed for grades 3 through 6, the packet

and diversity, student participation and achievement, and teacher characteristics and certification. The data and analyses were drawn from reports produced by the Northwest Regional Educational Laboratory (NWREL), U.S. government agencies, state departments of education, and professional associations. (Contains 30 references.) (ASK)

ED 425 937 SE 061 963

Ozgun-Koca, S. Asli
Students' Use of Representations in Mathematics Education.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Raleigh, NC, October 31-November 2, 1998). Colored charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Equations (Mathematics); Graphs; Higher Education; Learning Strategies; *Mathematics Education; *Student Attitudes; Student Interests; Student Surveys
IDENTIFIERS- *Representations (Mathematics)

The use of multiple representations with or without technology is one of the major topics in mathematics education that has gained importance in recent decades. The use of multiple representations is advocated by many mathematics educators and supported by the National Council of Teachers of Mathematics (NCTM) Standards. In this paper, multiple representations are defined as external mathematical embodiments of ideas and concepts to provide the same information in more than one form. It is suggested that multiple representations provide an environment for students to abstract and understand major mathematical concepts. Thus, it is necessary to understand how students see and use these representations. The questions addressed in this study included: (1) what are students' attitudes towards multiple representations?; (2) what affects students' choice of representation to solve a mathematics problem?; and (3) how does the computer setting affect students' choice of representations? After observing a remedial college freshman mathematics class, interviewing the instructor, and having one computer lab hour with the class, a Likert scale questionnaire based on the data collected in the interview and observations, was administered in order to obtain the students' attitudes toward mathematics and multiple representations, their strategies and preferences related to the use of representations, and influences of technology on this issue. Findings indicate that previous knowledge and experience and personal preferences were the main themes in choosing a mathematical representation. (Contains 20 references.) (Author/ASK)

ED 425 938 SE 062 002

What the Third International Mathematics and Science Study (TIMSS) Means for Systemic School Improvement. Perspectives on Education Policy Research. Policy Brief.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Florida, 2,549 students in 106 public schools were assessed at the fourth-grade level and 2,401 students in 104 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Florida fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Florida was 216 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Florida was 264 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Florida or the nation. At the fourth and eighth grades, White students in Florida had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 949 SE 062 120

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for Georgia. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 216p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results

current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Minnesota, 2,425 students in 99 public schools and 277 students in 15 nonpublic schools were assessed at the fourth-grade level and 2,425 students in 96 public schools and 250 students in 15 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Minnesota fourth- and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Minnesota was 232 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Minnesota was 284 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Minnesota or the nation. At the fourth grade, White students in Minnesota had an average mathematics scale score that was higher than that of students in any other racial/ethnic group. At the eighth grade, White students in Minnesota had an average mathematics scale score that was higher than that of Black and Hispanic students but was not significantly different from that of Asian/Pacific Islander students. (ASK) assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in North Carolina was 224 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in North Carolina was 268 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either North Carolina or the nation. At the fourth and eighth grades, White students in North Carolina had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

ED 425 970 SE 062 141

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for North Dakota. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 214p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *North Dakota; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In North Dakota, 2,666 students in 120 public schools were assessed at the fourth-grade level and 2,602 students in 108 public schools and 194 students in 12 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of North Dakota fourth-assessed at the eighth-grade level. This report describes the mathematics proficiency of Washington fourth- and eighth-grade students, compares their overall performance to students in the West region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Washington was 225 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Washington was 276 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Washington or the nation. At the fourth and eighth grades, White students in Washington had an average mathematics scale score that was higher than that of Black, Hispanic, and American Indian students but was not significantly different from that of Asian/Pacific Islander students. (ASK)

ED 425 981 SE 062 152

Reese, Clyde M.; Jerry, Laura; Ballator, Nada
NAEP 1996 Mathematics State Report for West Virginia. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 211p.; For overall report, see ED 406 223. For other state reports, see SE 062 110-157. "In collaboration with Peggy Carr, Jeff Haberstroh, Paul Koehler, Phillip Leung, Mary Lindquist, and John Mazzeo."
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Elementary Education; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Spatial Ability; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *West Virginia

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics; Christianity; Church Related Colleges; Curriculum; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Education; Instruction; Nuns; *Parochial Schools; Priests; *Religious Education; Religious Organizations; *Service Learning; Teaching Guides

IDENTIFIERS- *Catholic Church

The As We Teach and Learn program consists of an instrument to assess the Catholic dimension of a school and is designed to be used with study modules in a faculty-meeting format. Module topics include: "Faith Community"; "Faith Development"; "Religion Curriculum Articulation: Faith as the Root of all Instruction"; "Service Learning"; "Prayer and Liturgy Integration"; and "Social Justice." Each module has been created so that it can stand alone or be used with other modules. Each module contains an overview of the complete program, a general introduction, directions and suggestions for using the program, a suggested first faculty meeting outline, an introduction to the module, outlines of five meetings, materials which can be duplicated, a suggested final faculty meeting, and a school planning form. This module, "Service Learning," focuses on programs promoting and teaching serving and ministering to others. Five specific topics include: "Core Values: Prelude to Service"; "From Values to Service: The Leap of Faith"; "From Vision to Advocacy: On Earth as It Is in Heaven"; "Covenant Community: A Required Context for Service Learning and Servant Leadership." Ten appendices are included. (RJC)

ED 425 996 SO 028 676

Bartle, Pat; Ristau, Karen, Ed.; Haney, Regina, Ed.

As We Teach and Learn: Recognizing Our Catholic Identity. Module 5: Prayer and Liturgy Integration.

PUB DATE- 97

NOTE- 56p.; For other study modules and the assessment packet, see SO 028 672-78.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics; Christianity; Church Related Colleges; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Education; Nuns; *Parochial Schools; Priests; *Religious Education; Religious Organizations; Teaching Guides

IDENTIFIERS- *Catholic Church

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ED 426 018 SO 029 334

Gorn, Cathy
National History Day 1998: Migration in History.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demography; Elementary Secondary Education; *History; History Instruction; Migration; Migration Patterns; *North American History; Primary Sources; Relocation; *Social History; Social Studies; *World History
IDENTIFIERS- National History Day

This booklet describes the theme for National History Day 1997-1998, "Migration in History." The supplement provides teachers with classroom materials to help students begin thinking about the theme, analyze and think critically about the topic's significance in history in relation to the theme, and to help students conduct research on the theme. The booklet includes teaching strategies for using History Day in the classroom, lessons on several topics related to the theme, possible topic suggestions for student research, and a selective bibliography of resources. (RJC)

ED 426 019 SO 029 342

Abrahamson, Brant; Smith, Fred
Thinking about Religion from a Global Perspective.
PUB DATE- 97
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Buddhism; Christianity; Confucianism; Creationism; Foreign Countries; Judaism; Modernism; *Multicultural Education; Non Western Civilization; *Religion; *Religion Studies; Religious Conflict; Religious Cultural Groups; Secondary Education; Social Studies; Taoism; Western

subsequent proficiency tests, so do CBE assessments. The instruments in the package are of three different types: the Type 1 instruments contain traditional assessment items, with both limited-response and open-ended response items; the Type 2 instruments contain non-traditional assessment items; the Type 3 instruments reflect current ideas about performance assessments that relate to real-life situations. The instruments in the package are designed to assess the CBE performance objectives at particular grade levels (grade 1 through grade 8)--they are not intended as off-grade proficiency tests. Pointed out in the package is that evaluation decisions (grading, promotion, or other similar decisions) should reflect the more comprehensive documentation that occurs throughout the school year. (BT)

ED 426 038　　　　SO 029 403

Chapin, June R.
Gender and Social Studies Learning in the 8th, 10th, and 12th Grades.
PUB DATE- 98
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Attainment; Longitudinal Studies; Secondary Education; *Sex Differences; Student Attitudes; *Student Evaluation; *Student Interests
IDENTIFIERS- National Education Longitudinal Study 1988

This study describes how a large longitudinal database, National Education Longitudinal Study of 1988, was used to identify gender differences in social studies achievement in 8th, 10th, and 12th grades. There were more males in the high scoring category for all grade levels. There were also more males in the low scoring category in the 8th and 10th grades. Unexpectedly, the achievement gap from the 8th to the 12th grade did not increase for high scoring females. Gender differences were investigated for students' views and their reported practices in social studies classrooms; looking forward to, anxiety about social studies, perceived usefulness, being challenged in social studies, working hard almost every day in social studies, being in an accelerated program, time spent on homework, reading scores, extracurricular activities, self-esteem measures, and locus of control measures. Eighth grade males reported more participation in history clubs and appeared to hold more positive views about social studies but there were exceptions. Females on all grade levels had higher reading scores and a higher reported participation in student government and community service. Socioeconomic status for both females and males influenced text scores on all grade levels. Other variables showed mixed patterns with many differences of gender in the ethnic/racial groups. More research is needed on tracking, course work taken, and teacher practices to explain gender differences. (Contains 25 tables.) (Author/EH)

ED 426 039　　　　SO 029 404

Fine Arts Elementary Core Curriculum: Dance, Music, Theatre, Visual Arts. Grades K-6.
PUB DATE- 97
NOTE- 139p.; For related document, see SO 029 405.

effective partnerships to enhance teaching quality. It engages in activities that encourage and support implementation of effective policies and practices. Its goal is to ensure that America provides all students with access to competent, caring teachers. (Contains 16 references.) (SM)

ED 426 057 SP 038 446

Ferraro, Joan M.
"I Already Have a Bachelor's Degree, How Can I Obtain a Teaching License?" ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Nontraditional Education; *Preservice Teacher Education; Teacher Recruitment; Teachers
IDENTIFIERS- ERIC Digests

This Digest discusses engagement in alternative preparation to acquire a license to teach in U.S. public schools. Prospective teachers seek alternative programs for many reasons, including job change due to forced retirement or lack of interest; desire to contribute to society's wellbeing; and desire to use teaching skills learned elsewhere. Recent educational debate has centered on teacher knowledge. Education degree programs from the 1950s-1980s were deficient in content knowledge. However, alternative licensing candidates usually acquire knowledge of a particular area while studying for their bachelor's degree, and they have broad general content knowledge from core college programs. Alternative licensing requires successful completion of certain tests. The most widely used series in the United States is the PRAXIS. Because of increased demand for qualified teachers and lack of traditional bachelor's degree candidates, many teacher education institutions have modified traditional program offerings. A 1996 listing shows 328 alternative programs in 47 states, the District of Columbia, and two territories. Most teachers seek employment near where they reside, though moving to find employment has been simplified by the Interstate Contract, a mutual agreement by 38 states and the District of Columbia to recognize each other's licenses. Alternative preparation is closely watched by teacher education institutions, state departments of education, and educational researchers to examine whether it contributes to improving educational quality or further masks problems related to teacher quality. Overall, data present a mixed picture about the value of alternative paths. (Contains 25 references.) (SM)

ED 426 058 TM 028 270

Research in the Schools, 1994-1998.
PUB DATE- 98
NOTE- 767p.; Published twice a year. Indicidual articles are covered in CIJE.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

School Students; High Schools; Item Response Theory; Qualitative Research; *Student Evaluation; Teaching Methods; *Validity
IDENTIFIERS- Consequential Evaluation; Rasch Model

To evaluate student learning in a computer-supported environment known as "GenScope," a system was developed for assessing students' understanding and learning of introductory genetics material presented in two developed GenScope instruments. Both quantitative and qualitative methods were used to address traditional evidential validity concerns as well as more contemporary concerns with consequential and systemic validity. Findings from three GenScope implementation classrooms and interviews with two teachers and five secondary school students show strong evidential validity, but only limited consequential validity. In response to these findings, a set of curricular activities was developed to scaffold student assessment performance without compromising the evidential validity of the assessment system. The study shows the usefulness of newer interpretive models of validity inquiry and the value of multifaceted Rasch measurement tools for conducting such inquiry. Two appendixes contain sample items from one assessment and a sample GenScope investigation. (Contains 3 tables, 5 figures, and 23 references.) (SLD)

ED 426 078 TM 029 302

Stecher, Brian M.; Klein, Stephen P.; Solano-Flores, Guillermo; McCaffrey, Dan; Robyn, Abby; Shavelson, Richard J.; Haertel, Edward
Do Content, Format, and Level of Inquiry Affect Scores on Open-Ended Science Tasks?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Grade 8; *Junior High School Students; Junior High Schools; *Performance Based Assessment; *Science Tests; Scores; Test Construction; *Test Content; Test Format; Test Results
IDENTIFIERS- Large Scale Assessment; *Open Ended Questions

This study investigated three factors that may contribute to the large variation in student performance across open-ended measures. These factors are content domain, format (whether the task required only pencil and paper or involved a hands-on manipulation of equipment), and level of inquiry (whether the task guided the student toward the solution or required the student to develop a solution strategy). Six similar investigations of acids and bases were developed from a common shell that controlled for format and level of inquiry. More than 1,200 eighth graders completed 2 of these tasks as well as tasks drawn form other content areas and a multiple-choice test of science. Results do not bear out the hypothesis that tasks that were similar to each other in content, level of inquiry, and format would be more highly correlated with each other than with measures that differed on these dimensions. Post-hoc analyses of the tasks revealed unanticipated differences in developers' interpretation of the shell that may have affected student performance. Implications for large-scale use of performance measures are discussed. (Contains 3 tables, 6 possible orders of entry into the model and does not depend on a priori knowledge to arrange the predictors. However, traditionally commonality analyses have been underutilized in research. The purpose of this paper is to introduce commonality analysis as an accurate and efficient method for partitioning variance. A data set is used to provide a heuristic example that explains the steps and guidelines necessary for performing a commonality analysis. Tables provide visual aids. (Contains 2 tables and 15 references.) (Author/SLD)

ED 426 100 TM 029 330

Lewis, Charla P.
Understanding the Sampling Distribution and the Central Limit Theorem.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Estimation (Mathematics); *Probability; Sample Size; *Sampling; *Statistical Distributions; Statistical Significance
IDENTIFIERS- *Central Limit Theorem; Mean (Statistics)

The sampling distribution is a common source of misuse and misunderstanding in the study of statistics. The sampling distribution, underlying distribution, and the Central Limit Theorem are all interconnected in defining and explaining the proper use of the sampling distribution of various statistics. The sampling distribution of a statistic is used to find probabilities of research outcomes and is one of the key concepts in statistical significance testing. Sampling distributions are the frequency distributions of a particular sample's statistics and contain infinitely many statistics for a given sample size from a population. The most common sampling distribution is the sampling distribution of the mean. The mean of this distribution is assumed to be the true mean of the population. There are generalizations, qualities, and rules that have to be observed in order for the sampling distribution to produce parameter estimates that can be used to make experimental inferences. The exact use of the sampling distribution in significance testing, the future of significance testing in the study of behavior, and alternatives to employing statistical significance testing in the traditional sense are also explored. (Contains 28 references.) (Author/SLD)

ED 426 101 TM 029 331

Moore, Jenny
Some Basic Concepts in Meta-Analysis.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Effect Size; *Meta Analysis;

Relationship; *Educational Attainment; *Equal Opportunities
 (Jobs); *Racial Differences; *Salary Wage Differentials; *Sex
 Differences; Wages
IDENTIFIERS- *Meritocracy; *Survey of Income and Program
 Participation

This brief, part of a series on labor trends and their policy implications, uses data on wage rates and hours worked from the Survey of Income and Program Participation (SIPP) to look at two questions about wage inequality since the mid-1980s. One question is whether wage differentials are becoming more related to education and less to gender and race, and the other is how changes in average wage differences among education, gender, and race groups have contributed to changes in overall wage inequality. Wage rates generally grew more or fell less for those with more years of schooling except for the "some college" group. Overall, findings suggest amending the conventional view that rising education differentials are leading to growing wage inequality. The shift in employer demand toward workers with high skill levels has lead to widening wage gaps between more highly education and less educated workers, and, by itself, this trend has influenced the wage distribution toward more inequality. However, as employers have come to attach a higher priority to education, criteria such as race and gender have become less important, so that wage rate gaps by race and gender have lessened. Differences in race and gender differences offset the rising education premium, leaving wage inequality unchanged between 1984 and 1995. An addendum, "More Difficulties with CPS Measures of Trends in Earnings Inequality" by the same author, examines some problems that occur when the Current Population Survey of the Bureau of the Census is used to measure trends in wage rate inequality. These problems do not occur when the SIPP is used. (Contains 4 tables, 1 figure, and 11 references.) (SLD)

ED 426 120 UD 032 549

Parents Describe Barriers to Healthcare Services, Want Help To
 Keep Children Well. Growing Up Well. Focus on Prevention.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 98
NOTE- 10p.; For the entire 8-part series, see UD 032 549-556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
 (141)
DESCRIPTORS- *Child Welfare; Children; Delivery Systems; *Health
 Insurance; *Medical Services; Parent Education; *Parents;
 *Policy Formation; Poverty; Prevention; *Public Opinion; Public
 Policy; State Programs; Surveys; Urban Youth
IDENTIFIERS- *California

This report, first in a series of eight, is based on findings from a survey of the opinions of Californians, parents and nonparents, about everyday concerns of children, youth, and their families. It highlights the opinions of California parents about children's health insurance coverage. This information is particularly relevant as California plans for the implementation of its Health Families Program and responds to recommendations of the Managed Health Care Improvement Task Force. In the California Center for Health Improvement (CCHI), one of five parents reported that their children did not have health insurance. Parents with household incomes less than 200% of poverty are 3 times as likely as others to have uninsured children, but even among parents with household incomes 200% of poverty or above, 10% of children are uninsured. The survey charter school leaders, and charter school resource centers to analyze the challenges in forging more links between charter schools and school design organizations. The primary challenges facing comprehensive school design groups working with charter schools are marketing, start-up problems, and the challenges posed by the relatively small scale of the individual charter school. Overarching strategies to address the problems of partnerships between comprehensive school design groups and charter schools include early contact with charter schools, the identification of markets for charter schools, and the identification of ways to capitalize on the respective strengths of the schools and the design groups. To address marketing challenges specifically, design groups should focus on outreach partnerships and marketing. To address the challenges of start-up, design groups should develop or identify low-cost tools to help them find promising candidates for collaboration, and they should explore creative funding options. Challenges related to the small scale of charter schools can be approached through clustering of schools using particular designs, shifting the balance of assistance by lowering the intensity of the intervention, and exploring ways to subsidize assistance to some charter schools in exchange for their willingness to be "lighthouses" or laboratories for designs. (SLD)

ED 426 137 UD 032 689

Hassel, Bryan; Hassel, Emily
If the Shoe Fits: A Guide for Charter Schools Thinking about Adopting a Comprehensive School Design. Second Edition.
PUB DATE- 98
NOTE- 99p.; For related documents, see UD 032 686 and UD 032 688.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Charter Schools; Educational Change; Elementary Secondary Education; *Integrated Activities; Partnerships in Education; Program Descriptions; School Choice; *School Restructuring
IDENTIFIERS- *Reform Efforts

This guide is intended to help current and prospective charter school leaders decide whether and how to work with pre-existing "whole school designs." Such school designs range from those that cover one core element of school operations to designs covering almost every aspect of school operations. The guide contains initial information for schools to consider about the content of 26 comprehensive school designs (listed in Appendix A). It does not advocate any particular type of design, but rather aims to help charter school founders and operators assess the fit between their school and pre-existing designs. If the school finds that a particular design is a good fit, the guide will also help the charter school negotiate a mutually beneficial relationship between school leaders and the design group. The benefits and challenges of adopting a comprehensive school design are discussed with reference to curriculum and classroom instruction, administration, parent and community relationships, financial viability, and standards and assessment. Ideas are also given for finding the right design and making it work. Four appendixes contain descriptions of comprehensive programs, a description of a funding program, sample worksheets for design comparisons, and a list of six wasting time and effort. The Internet also makes it easier to keep up with research, national news, and current issues in the fields related to substance abuse prevention. Although advocating for legislative change creates the most pressing need for Internet capability, other advocacy efforts, including influencing industry practices and government policymaking, also benefit greatly from it. In addition, the Internet can put the user in direct contact with others who are working on substance abuse issues. Specific advice is offered for getting online and finding useful websites. A list of 48 websites mentioned in this kit is included. (SLD)

ED 426 157 UD 032 712

Community Action Guide to Policies for Prevention: The Recommendations of the Join Together Policy Panel on Preventing Substance Abuse.
SPONS. AGENCY- Boston Univ., MA.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 51p.; For the companion volume, "Alcohol and Drug Abuse in America: Policies for Prevention," see UD 032 714.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Community Action; Guidelines; Information Dissemination; *Policy Formation; *Prevention; Program Development; Program Evaluation; Resources; *Strategic Planning; *Substance Abuse

This guide accompanies Join Together's recommendations for drug and alcohol abuse prevention for policymakers and communities. It presents strategic examples of how major institutions and residents in communities have paid attention to substance abuse and worked to overcome its effects. Part 1 contains the recommendations and key policies presented by the Panel on Preventing Substance Abuse. A community action example illustrating each recommendation is described, and resources are suggested for communities that wish to pursue the prevention principles pertinent to the individual recommendation. The recommendations include: (1) comprehensive strategic planning supported by long-term community commitment and laws and regulations that promote collaboration; (2) working to incorporate prevention principles and themes into existing programs and initiatives; (3) establishing programs to prevent, identify, and reduce violence and traumatic injury associated with drug and alcohol use; (4) revising federal, state, and local policies to ensure that illegal access to alcohol and tobacco is eliminated; (5) improving efforts to collect and disseminate information about drugs and alcohol; and (6) increasing accountability and evaluation of prevention efforts. The second part of the guide offers additional resources, including lists of 13 organizations, 9 publications, 11 clearinghouses, and 4 online services that can assist community prevention planning and activities. (SLD)

ED 426 158 UD 032 713

National Substance Abuse Technical Assistance Organizations: Technical Assistance Guide.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Boston Univ., MA.

This between-subjects experiment was designed to examine the impact of physical distance on affect and cognition in a distance education situation. Participants were 48 undergraduate students enrolled in communications classes. All subjects were exposed to identical instructional material, but half of the students were told that the material was prepared by a distance learning institution located nearby (20 or 200 miles away), while the other half were told that the institution was located far away (2000 or 5000 miles away). Results showed that subjects in the near condition felt that the material was significantly clearer, more appropriate, and less in need of cosmetic improvement than their counterparts in the far condition. However, there were no differences in memory for content as a function of physical distance. (Author/AEF)

ED 425 743 IR 019 302

Simpson, Carol
Internet Relay Chat. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Uses in Education; Educational Media; Educational Technology; Instructional Effectiveness; *Internet; Online Systems
IDENTIFIERS- ERIC Digests; *Internet Relay Chat

While the World Wide Web receives most of the publicity, another aspect of the Internet also draws considerable attention. IRC, more formally referred to as Internet Relay Chat, provides a means by which one user can type a message in real time to one or more Internet users, and almost instantaneously, the message appears on the monitors of all the others who are monitoring the transmission. This ERIC Digest summarizes the details regarding IRC and discusses the educational benefits of its use. Discussion includes: potential educational uses of IRC; technological requirements; the organization of IRC; Nets; channels; operators; nicknames; finding, joining, or creating a channel; sending private messages; exiting and IRC chat; disadvantages of IRC; educational benefits; and references, suggested readings, and topic-related Web sites. (DLS)

Commissioner, a keynote address from the Regent Emeritus, and a question-and-answer session. One portion of the conference had officers sharing information about the successes and concerns of VATEA. Initiatives having an impact on VATEA programs were also discussed, with comments and questions from the participants documented. Among other topics addressed were VATEA local advisory councils; integrating academic and vocational education--college, school, district, and community collaboration; integrating academic and vocational education--college faculty and curriculum development; student support services; launching a new initiative; the professional grantsperson's view of VATEA; performance measures; and program improvement plans. The report concludes with an evaluation form for the conference and a list of participants by institution. (YKH) student background (i.e. ethnic group, age, gender), educational goal and/or placement level. Also questioned was whether certain variables connected to the institution might be altered to positively affect students' success. Study subjects were students who took the English, English as a Second Language (ESL), or mathematics placement tests in 1993 and 1994. Students' progress was followed for three years after testing. Findings include: (1) roughly half of the placement test-taking populations placed at a basic skills level; (2) placement in basic skills varied by ethnic background, with 60 percent or more of African-American and Hispanic students placing at a basic skills level in English and mathematics, 25 percent of White students placing at a basic skills level in English, and 33 percent of Asian students placing at a basic skills level in mathematics; (3) between 18 and 34 percent of all students who took the placement tests had some success at CCSF in the three-year period following testing; (4) success differed by ethnicity and educational goal; and (5) students who registered concurrently for more within-discipline classes had higher pass rates. (Contains 18 graphs and 2 data tables.) (EMH)

(2) research be conducted on school-based services; (3) confidentiality of health records be given high priority; and (4) established sources of funding for school health services continue from both public health and education funds, and new approaches be developed. Based on research on CSHP infrastructure, the committee recommends that: (1) the mission of the federal Interagency Committee on School Health be revitalized, with the help of an official advisory committee and participation of individual National Coordinating Committee on School Health member organizations at the state and local levels; (2) a formal organization with broad representation be established in every school district; (3) individual schools establish a school health committee and appoint a coordinator to oversee the school health program; and (4) to implement high-quality CSHPs, the training and utilization of competent, properly prepared personnel be expanded. Recommendations for research and evaluation of CSHPs include the following: (1) pursuing an active research agenda on CSHPs to fill critical knowledge gaps, with increased emphasis on basic research and outcome evaluation and on dissemination of these findings; (2) launching a major research effort to establish model comprehensive programs and to develop approaches to their study; and (3) studying further each of the individual components of a CSHP. Nine appendices include guidelines for CSHPs and federal funding streams for CSHPs. (LPP)

of the MCHP and randomly selected into program and control status. The program's light touch was implemented through its unique method, based on interdisciplinary theory and consisting chiefly of home visitors modeling for mother and 2-year-old child, over 2 years, with a curriculum of playful verbal interaction around gifts of toys and books. As young adults, program toddlers were found to be less likely than controls to drop out of high school and more likely to graduate, matching the national middle-income graduation rate. Like all of its many replications, the Pittsfield replication of the MCHP had been certified by the Program's national center, after two years of implementation, to be an exact duplicate of the original. The results of this study suggest that the long-term achievement of successful academic performance may be accomplished by utilizing the non-didactic, play-oriented Mother-Child Home Program and demonstrate that this low-intensive and relatively inexpensive pre-preschool intervention is exportable to sites other than the original one. (Contains 78 references). (SD)

ED 425 821 PS 027 121

Warden, Brenda Adams
A Study To Determine the Effectiveness of Preschool on Kindergarten Readiness and Achievement.
PUB DATE- 98
NOTE- 59p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *Early Childhood Education; Early Experience; *High Risk Students; *Kindergarten; Kindergarten Children; *Outcomes of Education; Preschool Children; Preschool Evaluation; Program Effectiveness; *School Readiness
IDENTIFIERS- *Preschool Effects

This study sought to determine the effect of developmental preschool on school readiness and kindergarten achievement for at-risk children. The study involved 40 preschool-age and 40 kindergarten-age children. These children were divided into two experimental groups and two control groups for the purpose of comparing standardized test scores. The experimental groups had attended or were attending 1 year of developmental preschool; the control groups had not. The Slosson Kindergarten Readiness Test was administered to the experimental and control groups of preschool-age children for comparison, and the Metropolitan Assessment package was administered to the experimental and control groups of kindergarten-age children for comparison. The results indicated a significant difference in kindergarten readiness for the children who attended preschool. In addition, results indicated a significant difference in kindergarten achievement for children who had attended preschool the previous year. This indicates developmental preschool serves as an early intervention strategy resulting in improved school readiness skills and kindergarten achievement. (Author/LPP)

DESCRIPTORS- *Elementary School Students; *Integrated Curriculum; Parent Materials; *Primary Education; Teacher Student Relationship
IDENTIFIERS- *Developmentally Appropriate Programs; Developmentally Inappropriate Programs

When parents are knowledgeable about the skills, qualities, and knowledge that primary-grade children acquire at school, they are better able to support their child and their child's school. This brochure provides information for parents on how a high quality primary school can help children learn, and describes how a developmentally appropriate classroom approaches intellectual, social and emotional, physical, and language development in the primary grades. The brochure also discusses connections within the primary school curriculum areas of language and literacy skills, mathematics, science, social studies, and the arts. In addition, the brochure contrasts developmentally appropriate and inappropriate primary grade educational practices. A list of additional readings and resources available through the National Association for the Education of Young Children concludes the brochure. (KB)

Failure. FY 97 Evaluation Report.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Demography; Elementary Education; *Family (Sociological Unit); One Parent Family; Parent Participation; Poverty; *Preschool Children; *Preschool Education; *School Readiness; Social Indicators; State Surveys; Statistical Surveys; Tables (Data)
IDENTIFIERS- *Illinois; Indicators

This annual report details the effectiveness of the state's program in preparing at-risk children for kindergarten and the early grades in Illinois. Divided into six areas, the report presents statistical data to describe the following: (1) program participants; (2) change in program participation since its inception in 1986; (3) program's ability to increase children's readiness for kindergarten; (4) factors contributing to children's readiness for kindergarten; (5) program characteristics; and (6) affect of program participation on students' achievement in later elementary grades. The report concludes that: a support mechanism to sustain learning gains as students progress across grades may be necessary; the at-risk program should continue to emphasize the role of parents and expand opportunities and the level of involvement; program participants increased at a higher rate than program funding due to increased financial involvement from individual school districts; and quality of the prekindergarten program should improve to assure long-term academic success of participants. The state board of education's policy statement on early childhood education and 17 statistical tables are appended. (LBT)

Indian Tribal/Indigenous Women, and the Pacific Families' Network. Part III describes international work on behalf of indigenous rights and includes three articles: "UN Declaration Enters Third Year at the UN Commission on Human Rights" (Andrew Gray, Jens Dahl); "The 54th Session of the UN Commission on Human Rights" (Jens Dahl, Lola Garcia-Alix); and "Towards a European Policy on Indigenous Peoples and Development Cooperation" (Birgitte Feiring). Includes maps and photographs. (SV)

Perceptions of the Parental Role scale, checklists of community resources, and the Marin acculturation measure. In Study 1, low-income Mexican American, American Indian, and Anglo parents reported their use of community programs as well as personality and network characteristics. Study 2 included measures of acculturation and substance use. Anglo parents were more likely to use community services, even controlling for income. Self-efficacy explained ethnic and income variations in formal support in both studies. Study 1 parents with interconnected social networks also sought help less often. Focus groups with minority parents revealed that geographic distance from services and socialization patterns, particularly self-reliance and reticence, also contributed to ethnic differences. Data indicate that motivations and alternative resources explain ethnic differences in help seeking. (SAS) meets established curriculum objectives of the North Carolina Department of Public Instruction's Standard Course of Study. Students are exposed to major concepts such as spruce-fir forest ecosystems, tree anatomy and physiology, limiting factors and spruce-fir forest decline, decomposition, interdependence of plants and animals, preservation of natural areas, and stewardship of natural resources. The packet is divided into eight sections: (1) introduction to the North Carolina State Parks system, Mount Mitchell State Park, and the activity packet; (2) activity summary and correlation chart showing how each activity correlates with Department of Public Instruction objectives; (3) pre-visit activities; (4) on-site activities; (5) post-visit activities; (6) vocabulary; (7) references; and (8) a scheduling worksheet, permission form, and program evaluation form. Each set of activities is comprised of three activities. The first activity includes curriculum objectives for grade levels 4-6. The second and third activities list learning skills and subject areas covered. All activities contain descriptions of location, group size, estimated time needed, appropriate season, materials needed, major concepts covered, and activity objectives, as well as background information for the educator, instructions, and worksheets. Most activities also include extensions, assessment tools, and student information sheets. (PVD)

(070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Elementary Secondary Education; *Equal Education; Higher Education; *Mathematics Education; Professional Development; *Science Curriculum; *Science Education; Science Instruction; Standardized Tests; Teaching Methods
IDENTIFIERS- *Third International Mathematics and Science Study

To explore the policy implications of the Third International Mathematics and Science Study (TIMSS), the National Institute on Educational Governance, Finance, Policymaking, and Management of the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education, and the Consortium for Policy Research in Education held a TIMSS Policy Forum in Washington, D.C. in October, 1997. This forum brought together a diverse group of TIMSS researchers, state and local policymakers, teachers, school administrators, mathematics and science specialists, business representatives, university educators, and federal officials. Participants discussed what TIMSS means for systemic education reform and identified several future directions for policy decisions and policy research. This policy brief synthesizes the presentations and discussions that occurred during the TIMSS Policy Forum and draws from the TIMSS reports of the National Center for Education Statistics (NCES) and from papers prepared by researchers involved in TIMSS. (ASK)

IDENTIFIERS- *Georgia; National Assessment of Educational Progress; State Mathematics Assessments

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what students in the United States know and can do in various academic subjects. The 1996 NAEP in mathematics assessed the current level of mathematical achievement as a mechanism for informing education reform. In 1996, 44 states, the District of Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In Georgia, 2,542 students in 103 public schools and 251 students in 13 nonpublic schools were assessed at the fourth-grade level and 2,364 students in 100 public schools and 267 students in 10 nonpublic schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of Georgia fourth- and eighth-graders, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grades 4 and 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards, amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in Georgia was 215 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in Georgia was 262 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either Georgia or the nation. At the fourth and eighth grades, White students in Georgia had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK)

and eighth-grade students, compares their overall performance to students in the Central region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). Results are also presented for nonpublic school students at grade 8 for the 1996 state mathematics assessment. To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in North Dakota was 231 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in North Dakota was 284 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either North Dakota or the nation. At the fourth grade, White students in North Dakota had an average mathematics scale score that was not significantly different form that of Hispanic and American Indian students. eighth grade, White students in North Dakota had an average mathematics scale score that was higher than that of Hispanic and American Indian students. (ASK)

Columbia, Guam, and the Department of Defense schools took part in the NAEP state mathematics assessment program. The NAEP 1996 state mathematics assessment was at grade 4 and grade 8, although grades 4, 8, and 12 were assessed at the national level. The 1996 state mathematics assessment covered the five content strands: (1) Number Sense, Properties, and Operations; (2) Measurement; (3) Geometry and Spatial Sense; (4) Data Analysis, Statistics, and Probability; and (5) Algebra and Functions. In West Virginia, 2,530 students in 109 public schools were assessed at the fourth-grade level and 2,578 students in 106 public schools were assessed at the eighth-grade level. This report describes the mathematics proficiency of West Virginia fourth- and eighth-grade students, compares their overall performance to students in the Southeast region of the United States and the entire United States (using data from the NAEP national assessment), presents the average proficiency for the five content strands, and summarizes the performance of subpopulations (gender, race/ethnicity, parents' educational level, Title I participation, and free/reduced lunch program eligibility). To provide a context for the assessment data, participating students, their mathematics teachers, and principals completed questionnaires which focused on: school characteristics (attendance); instructional content (curriculum coverage, standards; amount of homework); delivery of mathematics instruction and its characteristics; use of technology in mathematics instruction; students' own views about mathematics; and conditions facilitating mathematics learning (hours of television watched, parental support, home influences). On the NAEP fields of mathematics scales that range from 0 to 500, the average mathematics scale score for fourth grade students in West Virginia was 223 compared to 222 throughout the United States and the average mathematics scale score for eighth grade students in West Virginia was 265 compared to 271 throughout the United States. The average mathematics scale score of fourth and eighth grade males did not differ significantly from that of females in either West Virginia or the nation. At the fourth and eighth grades, White students in West Virginia had an average mathematics scale score that was higher than that of Black and Hispanic students. (ASK) an introduction to the module, outlines of five meetings, materials which can be duplicated, a suggested final faculty meeting, and a school planning form. This module, "Prayer and Liturgy Integration," urges teachers to raise their awareness of God's presence in every aspect of Catholic education. Five specific topics include: "The Catholic School Teacher: Leader of Prayer, Reminder of Jesus"; "The Catholic School Student: Learner of Prayer, Friend of Jesus"; "Stages of Learning To Pray"; "The Directory for Masses with Children"; and "Planning a School Liturgy." Sixteen appendices are included. (RJC)

Civilization; World History

The Student Text begins with a comparison of Eastern and Western World Religions. The three interrelated Abrahamic faiths are compared with Hindu-Buddhist traditions. Subsequent chapter titles are: "New Religions," "Religion and Morality," "Religion and Science," "Religion and Human Life," "A Historical Perspective" and "Getting Together." An "Annotated Bibliography" follows the easily-read chapters. Analysis Materials is a booklet with a wide variety of items, and instructors can select those best suited for students given the time available. There are case studies, multiple single-page readings (with questions for discussion) as well as illustrations designed to trigger thought and motivate student-produced artwork. The three case studies are "Beginning and Change in Religion," "New Age Religion" and "Religion and Exercising Influence." The last helps students spot abusive or deceptive procedures wherever they are found. Selections not duplicated for students make excellent teacher resources. Often study about religion is neglected because instructors feel unprepared. The Teacher's Manual distinguishes between proselytizing and teaching about religion in an empathetic yet objective manner. Topics also include what to tell students about personal beliefs and how to secure school and community support. Other suggestions are on teaching about "abhorrent" practices, conflict among religious groups, and "historical events" accepted by members of only one faith. There are lesson plans, student activities, and evaluation procedures as well as an "Addenda." All Teachers' Press kits are open-ended, incorporating the authors' on-going work. Current technology makes "textbook lag-time" unnecessary. (AA)

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Dance; Elementary Education; *Fine Arts; Humanities; *Music; Music Education; State Curriculum Guides; *State Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *Utah

This elementary core curriculum is written to communicate what students are expected to know and be able to do in dance, music, theater, and visual arts in the state of Utah. The curriculum provides the basis for professionalism and accountability for teachers, and defines the expectations and achievement standards for students. The Utah core curriculum is arranged in alphabetical order and is organized into four standards, with accompanying objectives and assessment indicators. A statement of student work clarifies the parameters of each standard. The objectives articulate specific goals to be accomplished by the student. The assessment indicators are tools designed to measure achievement of the objective through relevant performance tasks. Examples of instructional strategies and literature have been included in many instances. Standards are printed in boldface type with definitions presented in the glossary. Assessment indicators are set apart with a bullet, and all strategy examples are underlined. Correlations to other elementary core documents have been footnoted to identify possibilities for integrated instruction. (EH)

DESCRIPTORS- *Academic Achievement; Educational Practices; *Educational Research; *Elementary Secondary Education; Instructional Leadership; Intelligence Tests; Multivariate Analysis; *Research Methodology; Scholarly Journals; Teaching Methods

This document consists of the first five items (10 issues) of the serial "Research in the Schools," a nationally refereed journal published by the Mid-South Educational Research Association and the University of Alabama. It publishes original contributions related to research in practice, topical issues in education, methods and techniques, assessment, and other topics of interest to educational researchers. Research in any area of education and involving any age group may be published. (SLD)

ED 426 059 TM 029 276

Fogarty, Robin
Balanced Assessment. K-College.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Models; *Multiple Intelligences; Norms; *Performance Based Assessment; Portfolio Assessment; *Standardized Tests; Student Evaluation; *Test Use
IDENTIFIERS- *Authentic Assessment

To say that assessments must be authentic, dynamic, fluid, and formative is not to say that normative, standardized evaluations have no place in the overall assessment scheme. What is needed is a combination and balance of assessments. The tri-assessment model promotes using traditional assessments along with portfolio and performance assessments. All three of these methods, as part of the tri-assessment model, use the multiple intelligences theory of H. Gardner to ensure the formative assessment of growth and development and the normative evaluation of grades and rankings. The tri-assessment model, combining portfolio and performance assessments with traditional assessments, allows a truer and more holistic look at students, and provides a compromise for teachers who are reluctant to abandon more traditional measures. Each assessment under the tri-assessment model targets a focus as well as specific features that are practical and relevant to the total picture. Each assessment also targets multiple intelligences to assess a wide range of potential. A "Tri-Assessment Chart of Multiple Intelligences" is presented to give teachers a ready reference to guide assessment plans. Teachers may modify this chart to tailor it to their own purposes, and they can use it to guide instruction as well as assessment. (Contains 14 figures and 13 references.) (SLD) figures, and 23 references.) (Author/SLD)

ED 426 079 TM 029 304

Chiu, Ming Ming
Status Effects in Group Problem Solving: Group and Individual Level Analyses.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; Chinese; *Cooperative Learning; *Criticism; Foreign Countries; Grade 9; *Group Membership; Grouping (Instructional Purposes); *High School Students; High Schools; Mathematics Achievement; Participation; *Problem Solving; Questionnaires; Regression (Statistics); *Social Status; Tables (Data)
IDENTIFIERS- Chinese People; Hong Kong

Eighty ninth graders who solved an algebra problem in groups of four showed status effects at the individual level. The students had filled out preactivity questionnaires about mathematical status and social status and a postactivity leadership questionnaire. Hierarchical regressions and path analyses show that, at the group level, solution score was predicted positively by mathematics grade, correct turns, supportive evaluations, and redressed criticisms (criticism that reduced blame and created common ground), and negatively by naked (blunt) criticisms. At the individual level perceived group status was predicted positively by social status, percentage of group's words spoken in the cooperative problem solving, and redressed criticisms, and negatively by naked criticisms. Social status positively predicted both percentage of group words and redressed criticism turns, while mathematical status positively predicted naked criticisms. In a separate regression, social status (but not mathematical status) positively predicted received supportive evaluations after controlling for correctness. These results also show how criticism can have conflicting effects on social and cognitive goals. Five appendixes contain the precollaboration questionnaire, one problem, the speaking turns coding system, and regression and path analysis results. (Contains 7 tables, 1 figure, and 18 references.) (SLD)

Regression (Statistics)
IDENTIFIERS- Generality

The business of science is formulating generalizable insight. No one study, taken singly, establishes the basis for such insight. Meta-analysis, however, can be used to determine if results generalize and to estimate the mean and the variance of effect sizes across studies (J. Hunter and F. Schmidt, 1990). Meta-analysis inquiries treat studies (rather than people) as the units of analysis, and then use regression or other methods to determine the study features that explain or predict variability in detected effects in a given area of inquiry. There are two primary approaches to meta-analysis that are used: the comparison approach and the correlation approach. This paper explains the basic processes of doing a meta-analysis from the mean difference (comparison) approach to determine which of two independent groups or methods scores higher on the variable of interest. (Contains 31 references.) (Author/SLD) found that 56% of parents of uninsured children have problems obtaining health care services, but even those with insurance can have problems getting services. Thirty-four percent of parents report problems in obtaining health care services. The state's Healthy Families Program will provide health coverage for many uninsured children. The survey has revealed that the characteristics of parents of uninsured children mirror those of California's population of parents as a whole. However, the contrast between profiles of California parents and California voters is striking. Voters are more likely to be white, older, and of higher education and income. This difference has important implications for public policy, especially for the Healthy Families Program. The CCHI survey provides an outline of the problems parents currently have in obtaining health care services, and supplies background information for needed clinical and dental services. Policy recommendations are made for planning and implementing health care programs, including health education and preventive services. (Contains eight tables and seven references.) (SLD)

sources of additional information. (SLD)

ED 426 138 UD 032 690

Ruiz-de-Velasco, Jorge
The Politics of Education in Court-Ordered School Districts: A Case Study.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998) and at the Annual Meeting of the American Political Science Association (Boston, MA, September 3- 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Desegregation Litigation; Desegregation Plans; Elementary Secondary Education; *Politics; Racial Integration; *School Desegregation; School Districts; Urban Education; *Urban Schools
IDENTIFIERS- *San Francisco Unified School District CA

Based principally on data collected for a broader 11-city study of civic capacity in urban education, this report provides an account of the durability of judicially supervised consent decrees in the school reform arena and explains why judicial intervention may be sought and sustained in the 1990s, often in the absence of evidence that schools are able to achieve a court's explicit reform objectives. A central conclusion is that court-supervised change may offer politically powerful benefits to client groups and school leaders alike and may address some of the most critical collective action problems facing education stakeholders in the urban setting. The court-supervised process in San Francisco (California) is observed to: (1) increase the amount of politically relevant information available in the public domain about school practices and outcomes; (2) create incentives for client-group coalition building on controversial, multipolar issues; (3) assist school leaders in the management of institutional change; and (4) serve to create a forum for the making of credible, enforceable commitments among stakeholders with disparate interests who have often expressed mutual distrust. (Contains 17 references and 32 footnotes.) (Author/SLD)

PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Action; Federal Government; Local Government; *Organizations (Groups); *Prevention; Private Sector; Program Development; State Government; *Substance Abuse; *Technical Assistance

The technical assistance guide is divided into three categories: United States government, private sector, and civic organizations. The organizations listed in this guide provide technical assistance to help communities across the country reduce substance abuse through prevention, treatment, law enforcement, and economic development strategies. The section on U.S. government resources lists 39 public organizations and agencies that provide technical assistance to help fight substance abuse and other problems. These include the Safe and Drug Free Schools Program of the Office of Elementary and Secondary Education of the U.S. Department of Education. In the private sector, 23 agencies are listed that are not funded by the government. The section on civic organizations lists 13 community organizations that do not have substance abuse as their primary mission, but do support initiatives that often go hand in hand with those of substance abuse prevention groups. Many of these initiatives are educational in nature. A "Request for Services" form is included to assist communities in identifying their needs when asking for technical assistance. (SLD)

ED 426 159 UD 032 714

Alcohol and Drug Abuse in America: Policies for Prevention.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Boston Univ., MA.
PUB DATE- 98
NOTE- 36p.; For the community strategies that accompany this document, see UD 032 712.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Alcohol Abuse; *Community Action; Drug Abuse; Guidelines; Information Dissemination; *Policy Formation; *Prevention; Program Development; Program Evaluation; Resources; *Strategic Planning; *Substance Abuse

The Join Together Policy Panel on Preventing Substance Abuse has formulated six recommendations that can facilitate community efforts to prevent substance abuse. These recommendations are directed to federal, state, and local policymakers and the communities they serve. The recommendations are: (1) federal, state, and local policies should encourage communities to engage in comprehensive strategic substance abuse prevention planning supported by long-term commitment; (2) public officials and community coalitions should encourage the incorporation of prevention principles into ongoing programs and initiatives, and parents and other citizens should receive support for their own prevention efforts; (3) federal, state, and local policies should be established to prevent, identify, and reduce violence and traumatic injury associated with the use of illicit drugs and alcohol; (4) federal, state, and local policies should be reviewed to ensure that illegal access to alcohol and tobacco is eliminated; (5) federal and state government should improve their efforts to collect and

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disseminate timely, culturally sensitive public and scientific information; and (6) the emphasis on accountability and evaluation should be increased at every level. The rationale for each recommendation is outlined, and specific policies in support of the recommendation are suggested. (SLD)

ED 426 160 UD 032 715

Keeping Kids in School: Part of Your Communitywide Strategy To Reduce Substance Abuse and Crime. 1998 Monthly Action Kit.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; *Community Action; Crime; Dropout Programs; Elementary Secondary Education; *Prevention; School Holding Power; *Strategic Planning; *Substance Abuse; *Truancy

This guide suggests that truancy is not just a school problem but a community problem, and the whole community needs to come together to devise solutions. This monthly action kit provides tools to help communities combat truancy. It contains: (1) important facts about truancy; (2) some ideas on how to assess the local problem; (3) actions that can be taken in the community; (4) elements of a comprehensive strategy; (5) information on creating effective afterschool programs for youth; (6) six descriptions of programs in other communities; (7) tips from other community leaders; and (8) five resources for more information about truancy. (SLD)

ED 426 161 UD 032 716

Smith, Steven Rathgeb
How Effects To Fight Substance Abuse Have Strengthened Civic Infrastructure. Lessons Learned Conferences Seminar Report (Washington, D.C., September 29-30, 1997).
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Community Action; Conferences; *Networks; *Prevention; Problem Solving; Program Descriptions; Program Effectiveness; Strategic Planning; *Substance Abuse; Urban Areas; Urban Youth

A conference in Washington, D.C., brought together leaders from six communities to share their strategies to mobilize residents to fight substance abuse problems. The actions taken by community groups and leaders in the following cities are described: Portland (Oregon); Hampton (Virginia); Baltimore (Maryland); New Haven (Connecticut); Newark (New Jersey); and Kansas City (Missouri). In each of these cities, strengthening the community's civic infrastructure to respond to pressing issues was an unintended but positive outcome of efforts to reduce alcohol and drug abuse. The central strategy of these successful programs has been creating new social and professional networks to reduce substance abuse and crime in their communities. The following lessons can be drawn from the communities' experiences: (1) strategy matters, and a sound strategy is required to guide community efforts; (2) leadership is key to building and sustaining a healthy civic infrastructure; (3) public-private partnerships must exist; and (4) community accountability is crucial. Profiles of the six partnerships provide additional information about their implementation and operation. Suggestions are given for building civic infrastructure. (SLD)

ED 426 162 UD 032 717

Johnson, Michelle; Smith, Steven Rathgeb
How Community Efforts To Reduce Substance Abuse Have Affected Health Care. Lessons Learned Conferences Seminar Report (Washington, D.C., April 14-15, 1997).
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Action; Elementary Secondary Education; Health Education; *Health Facilities; Health Programs; *Prevention; *School Role; *Substance Abuse

A conference in Washington, D.C., brought together health care professionals and people working on substance abuse issues to take a look at what four communities have done to use the health care system as part of a strategy to address substance abuse. The four communities are Vallejo (California), Santa Barbara (California), Little Rock (Arkansas), and Gloucester (Massachusetts). Each of these communities, three of which receive funding from the Robert Wood Johnson Foundation's "Fighting Back" program, is struggling to address substance abuse problems cost effectively in a changing health care environment. The communities face many different problems, but their approaches to strengthening and using the health care system share the following elements essential for success: (1) strong leadership; (2) a "vision" or blueprint for change; (3) sufficient financial resources; (4) a strong network of groups with different interests; and (5) a lead agency guiding the efforts of many groups working toward a common goal. Profiles of the four programs show specific strategies they have used. Enlisting the cooperation of schools, especially for referrals, is an important factor. (SLD)

ED 426 163 UD 032 718

Bowser, Benjamin P.; Whittle, K. Deborah
How Community Efforts To Reduce Substance Abuse Have Influenced Race Relations. Lessons Learned Conferences Seminar Report (Cleveland, Ohio, March 30-31, 1998).
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Action; Cooperation; Cultural Differences; Ethnicity; *Prevention; Program Descriptions; Racial Differences; *Racial Relations; *Substance Abuse; Urban Problems; Urban Youth

A series of meetings with leaders from six communities explored how efforts to reduce substance abuse may be affecting race relations. Leaders from these communities, located in Los Angeles (California), Mobile (Alabama), Gallup (New Mexico), Kansas City (Missouri), San Francisco (California), and Vallejo (California), spoke about discord between racial groups and the tensions of cultural and ethnic diversity. The participants arrived at a consensus that local race relations had improved as a consequence of working together to reduce substance abuse. Common themes were identified from the various experiences of these communities: (1) a common cause can bring diverse groups together; (2) it is important to understand and acknowledge diversity within racial groups; (3) it is important to involve community residents and institutional leaders as participants of equal status; and (4) local governments can be instrumental in facilitating constructive community efforts. Brief profiles provide more specific information about the substance abuse efforts in each of the communities. Critical questions to be considered in implementing substance abuse programs with implications for race relations are posed. (SLD)

ED 426 164 UD 032 719

National Public Awareness Campaigns: Part of Your Communitywide Strategy To Fight Substance Abuse. Action Kit. Special 1999 Issue.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; *Prevention; Program Descriptions; Public Opinion; Public Relations; Publicity; *Strategic Planning; *Substance Abuse
IDENTIFIERS- *Public Awareness

This guide suggests that public awareness campaigns can be an important part of a community's strategy to fight substance abuse. They can call attention to problems, and they can be a mobilizing force to unite different groups. The numerous public awareness campaigns that other communities use can be models for local efforts. This Action Kit lists dozens of national campaigns to be held throughout 1999. For each, contact information, the Web site address, and a brief description are given, and some ideas are offered for using the campaign as a catalyst for local change. Campaigns are listed chronologically. These campaigns do not focus solely on substance abuse. Some deal with other health, safety, and wellness issues but can be used as part of a substance abuse prevention effort or to foster coalitions for civic improvement. Some of the campaigns provide opportunities for public education. Examples include Law Day, which could lead to a discussion of substance abuse and legal issues, and National Domestic Violence Month, which could lead to opportunities to discuss drug-free environments for women and children. (SLD)

ED 426 165 UD 032 720

Brawarsky, Sandee
Carnegie Corporation's Youth Intergroup Relations Initiative. Report of a Meeting Convened by Carnegie Corporation of New York (New York, NY, October 15-17, 1997).

PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Educational Research; Elementary Secondary Education; *Equal Education; Grants; Intergroup Education; *Intergroup Relations; Multicultural Education; *School Role; Social Change; Teacher Education; *Teacher Role; *Track System (Education)
IDENTIFIERS- Carnegie Corporation of New York

The Carnegie Corporation's initiative, established in 1996 to create a "new generation of tolerance," included grants to 16 institutions for cutting-edge research in various social science disciplines. Some themes are presented from the second meeting of project leaders for these research efforts. Most of the themes relate to the roles of schools and teachers. Changes in U.S. society mean that schools, communities, and even families are more diverse than they were decades ago. In spite of the new diversity, there remains a sort of "conspiracy of silence" surrounding issues of race. A national dialog about race is as necessary in the schools as in the larger society, since schools have enormous potential as the locus for improving intergroup relations. Current research supports the value of multicultural and antiracist teaching and the importance of cooperative activities in building positive race relations. Because schools play an important role in communicating values, the practice of tracking must be examined in light of the effects on student self-esteem and the limited opportunities for intergroup interaction that research suggests it provides. Teachers generally have little experience in fostering positive intergroup relations, and for this reason, they need skills in conflict management and sensitivity training. Like teachers, parents have great potential to influence their children in learning tolerance, and efforts to support parents in this task must be encouraged. Other themes discussed were the importance of media as an agent for social change, some international approaches to the study of intergroup relations, the possibility of integrative work between researchers in intergroup relations and those in conflict resolution, and the need for establishing a stable, well-funded research base. In discussing improving intergroup relations, war metaphors were frequently used, which is appropriate because the meeting participants agreed that the country must fight against inequities that block full participation in American life. The conference agenda and a list of participants are attached. (SLD)

ED 426 166 UD 032 721

Larson, Mary Jo; Buckley, Julie
How Do We Know We Are Making a Difference? A Community Substance Abuse Indicators Handbook.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 97
NOTE- 95p.; Chapter 2 written by Roy M. Gabriel.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change; *Community Action; Cooperation; *Discipline;

Elementary Secondary Education; Evaluation Methods; *Prevention; Private Schools; Public Schools; *Substance Abuse; Urban Problems; Urban Youth
IDENTIFIERS- *Indicators; Monitoring

This handbook is written to help community coalitions and other groups fighting substance abuse develop indicators that describe the scope and nature of local substance abuse problems. These indicators can be powerful tools in efforts to combat substance abuse. They provide a picture of the local impact of substance abuse problems and make it possible to monitor change in the occurrence of abuse and the level of efforts to prevent, treat, or reduce it. Twenty substance abuse indicators are described that can be monitored at the local level. Chapter 1 introduces the concept of indicators and explores their uses. Chapter 2 describes one approach to the process, and chapter 3 provides basic information on the menu of 20 indicators. Some important use and interpretation issues are outlined in the fourth chapter. Chapter 5 contains state and local directories and data references specified throughout the handbook. Two of the indicators are directly related to education. The first is the existence of primary and secondary school educational programs on tobacco, alcohol, and other drugs in both public and private schools. The second is a record of student disciplinary actions, including suspensions, related to the possession, use, or sale of alcohol, illicit drug, and tobacco. Lists of state alcohol and drug agencies and related state and federal agencies include contact organizations for drug-free schools programs. (SLD)

ED 426 167 UD 032 724

Temple, Judy A.; Reynolds, Arthur J.; Miedel, Wendy T.
Can Early Intervention Prevent High School Dropout? Evidence from the Chicago Child-Parent Centers.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 30p.; Previous version of this paper presented at the Head Start Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; *Early Intervention; *High School Students; High Schools; Low Income Groups; *Parent Participation; Poverty; Program Effectiveness; Tables (Data); Urban Youth; *Young Children
IDENTIFIERS- *Chicago Public Schools IL; Illinois (Chicago); *Parent Child Centers

The effects of participation in the Chicago (Illinois) Child-Parent Center and Expansion Program from ages 3 to 9 on early school dropout at age 17 were studied. The Child-Parent Centers offer a government-funded educational intervention program in preschool through second or third grade in 20 locations in Chicago's poorest neighborhoods. Using data from the Chicago Longitudinal Study, two major questions are addressed: (1) Is participation in the Child-Parent Centers program associated with a lower rate of school dropout at age 17?; and (2) Which nonintervention variables predict high school dropout? After comparing 20 children in intervention sites with similar children who attended schools in similarly poor neighborhoods in which the intervention program was not offered, it was found that participation in the intervention offered by the Child-Parent Centers is associated with a 7 or 8 percentage point reduction in the probability of dropout. Findings also indicate that parental involvement in schooling and avoidance of frequent school mobility are important predictors of high school completion. An appendix contains a table of estimated effects of participation. (Contains 7 tables and 23 references.) (SLD)

ED 426 168 UD 032 725

Hess, Frederick M.
Spinning Wheels: The Politics of Urban School Reform.
PUB DATE- 99
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Educational Change; Elementary Secondary Education; *School Districts; School Restructuring; *Superintendents; Tables (Data); Urban Education; *Urban Schools

Much of what ails urban education is actually the result of continuous or fragmentary reform efforts. A study of 57 school districts shows how political pressures drive reform, and suggests ways to nurture a more focused agenda for urban schools. The chapters are: (1) "The Politics of Urban School Reform"; (2) "Organizational and Personal Incentives for Reform"; (3) "The Supporting Players in Urban School Reform"; (4) "The Dizzying Pace of Urban School Reform"; (5) "A Political Explanation of Policy Selection"; (6) "Community Context and Urban School Reform"; (7) "The Effectiveness of Urban School Reform"; and (8) "The Spinning Wheels of Reform: Getting Unstuck." Four appendixes contain a discussion of study methodology, a list of districts studied, summary data on respondents, and regression results for the study. (Contains 12 tables, 4 figures, and 296 references.) (SLD)

ED 426 169 UD 032 726

Steinhauer, Paul D.
Methods for Developing Resiliency in Children from Disadvantaged Populations.
PUB DATE- 96
NOTE- 88p.; Prepared for the National Forum on Health.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Disadvantaged Youth; *Early Intervention; Elementary Secondary Education; Family Influence; Program Descriptions; Program Effectiveness; *Resilience (Personality); *Risk; Social Influences; Urban Schools; *Urban Youth
IDENTIFIERS- *Protective Factors

Protective factors that contribute to the development of resiliency in children, defined as "unusually good adaptation in the face of severe stress, and an ability of the stressed person to rebound to the prestress level of adaptation," are discussed. The biological, psychological, familial, and social factors related to disadvantages that undermine the development of the precursors of resiliency are identified, and factors that protect the potential for resiliency in each of these areas are discussed. The risk and protective factors within the child, the family, and the community that are relevant to the achievement of resiliency are discussed for developmental stages from conception through the school years. Goals and models of intervention specific to each stage that have been shown to foster the development of resiliency are outlined. These goals and models are illustrated by 12 "success stories" of established programs that have either proven their ability to help significant numbers of disadvantaged children achieve resiliency or are so well-designed and promising that they are worthy of continued scrutiny while their effectiveness and efficiency are being established. Ten recommendations are made for policies that would allow greater numbers of disadvantaged children to transcend adversity and achieve their developmental potential. An executive summary from "What Determines Health?: Summaries of a Series of Papers on the Determinants of Health," commissioned by the National Forum on Health is attached. (Contains 4 tables, 3 figures, and 172 references.) (SLD)

ED 426 170 UD 032 728

Steinhauer, Paul D.
Primary Prevention Strategies for Disadvantaged Populations.
PUB DATE- 92
NOTE- 43p.; Plenary address given at the Canadian Ross Conference in Pediatrics "The Health Needs of Disadvantaged Children and Youth" (9th, Val David, Quebec, Canada, November 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Programs; *Consultants; *Disadvantaged Youth; *Early Intervention; Foreign Countries; Prevention; Program Effectiveness; Resilience (Personality); Social Problems; Stress Variables; *Urban Youth
IDENTIFIERS- Canada; *Primary Prevention

Primary prevention strategies (prevention at the community level) for disadvantaged populations are discussed. A number of factors in Canadian society have placed additional stress on many poor and working class families. These include issues of housing, unemployment, lack of education, and social changes with adverse effects on the disadvantaged. The impact of these issues is not limited to the children of the poor; being middle class is no guarantee that life will go well. Some disadvantaged children are sufficiently resilient to succeed academically and socially despite disadvantage. Resilient children have been shown to be social participators, able to accept authority, with the ability to concentrate and pay attention and an identifiable area of achievement. Factors that increase the likelihood of development of these traits include being healthy and of normal weight at birth, having an auspicious temperament, having "good enough" parenting, and living as part of a stable and cohesive community. Primary prevention is needed at the community level to encourage these factors. Some primary prevention projects have demonstrated their efficacy in freeing disadvantaged children from the worst effects of disadvantage. Twelve features of successful programs are outlined, and some exemplary programs are described. There will never be enough mental health professionals to treat all children with psychiatric disorders. The most senior and skilled professionals can be best used by using a consultee-centered and program-centered mental health consultation model to maximize the multiplier effect of such programs. Examples of effective and ineffective mental health consultation show how the efficacy of indirect interventions can be enhanced.

(Contains 123 references.) (SLD)

ED 426 171 UD 032 735

Useem, Elizabeth
Teachers' Appraisals of Talent Development Middle School Training, Materials, and Student Progress: Results from Focus Groups. Report No. 25.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Change; Educationally Disadvantaged; Focus Groups; Intermediate Grades; Junior High Schools; *Middle Schools; *Professional Development; Secondary School Teachers; *Teacher Attitudes; Training; *Urban Schools
IDENTIFIERS- *Middle School Teachers; Reform Efforts

The Talent Development Middle School model is a comprehensive school-change design aimed at raising the academic proficiency of all children in schools where large proportions of children are at risk of failure. Thirty-one teachers in two Philadelphia (Pennsylvania) public middle schools where the model has been piloted evaluated the implementation of training and curricular components of the model in six focus groups covering major subject areas (mathematics, science, and reading and language arts. Respondents were asked to appraise the helpfulness of the professional development training and materials in supporting their own teaching proficiency and the achievement level of their students, as well as obstacles they faced, their prediction of future use in the school, their evaluations of their students' capacity to meet the standards of the curriculum, and their sense of whether they make a difference. Findings are summarized by topic area, broken down by subject area and school. Teachers' responses were generally favorable. They seemed willing to forge ahead, believing that a continuous school-wide approach will produce better student achievement. (Author)

ED 426 172 UD 032 736

Nettles, Saundra Murray; Robinson, Frances P.
Exploring the Dynamics of Resilience in an Elementary School. Report No. 26.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Education; *Elementary School Students; *High Risk Students; Models; Public Schools; *Resilience (Personality); Stress Variables; Tables (Data); Urban Schools; *Urban Youth; Violence
IDENTIFIERS- District of Columbia Public Schools; *Protective Factors

This report describes a framework for exploring the processes of resilience in students at Stanton Elementary School, an urban public school in Washington, D.C. Investigators for the Center for Research on the Education of Students Placed at Risk invited Stanton to participate in a study of exposure to stress, including violence, and its relationship to psychosocial and school success, and agreed to become one of the school's community partners and provide information for purposes of professional development and continuous school improvement. The first section of the report describes the current environment in the school and the community; the second discusses Stanton's evolving resilience approach; and the third presents the conceptual framework that links school improvement to student resilience. The report concludes with reflections in the benefits of the approach for Stanton's community of students, family, and staff and considers implications for adapting the framework in other school settings. Three appendixes contain a report on a study assessing risk and protective factors for 263 of Stanton's children, a list of protective factors for Stanton students, and a table showing how Stanton students rate motivation for reading. (Contains 7 tables, 2 figures, and 30 references.) (Author/SLD)

ED 426 173   UD 032 737

Cooper, Robert
Socio-Cultural and Within-School Factors That Affect the Quality of Implementation of School-Wide Programs. Report No. 28.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Educational Change; Elementary Education; Elementary Schools; Program Implementation; Qualitative Research; School Culture; *School Restructuring; *Sociocultural Patterns; Student Characteristics; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Facilitators; *Success for All Program

The Success for All school restructuring program is currently being implemented in more than 1,100 elementary schools throughout the United States, primarily in urban locations. Quantitative and qualitative analyses of the quality of implementation were conducted in a sample of more than 350 of these schools to examine how the Success for All program and other school-wide restructuring programs can best maintain their integrity and quality as they simultaneously adapt to local school and community contexts. The data collection strategies included surveys, one-on-one interviews, group interviews, focus groups, and school site observations. The analyses examined factors related to quality of implementation in schools where the implementation was identified as high quality, medium quality, and low quality. The within-school factors identified by the quantitative analyses as contributing to high quality implementation were: (1) creation of a supportive culture for institutional changes; (2) overcoming program resistance on the part of a minority of teachers; (3) commitment to implementing the structures of the program; (4) a strong school-site facilitator; (5) less concern among teachers for handling an increased workload; and (6) availability of program materials. The three sociocultural factors that contributed to high quality implementation were lower student mobility, higher school attendance rate, and a greater percentage of the student body being white. Qualitative analyses based on case studies of 25 program schools provide further elaboration on the influence of racial composition of the student body, the factors involved in program resistance, and the importance of each school having a full-time school-site facilitator. Appendixes contain the school facilitator's questionnaire and a list of scale items. (Contains 1 figure, 3 tables, and 32 references.) (SLD)

ED 426 174 UD 032 738

Catsambis, Sophia
Expanding the Knowledge of Parental Involvement in Secondary Education: Effects on High School Academic Success. Report No. 27.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Expectation; *Family Involvement; *High School Seniors; High Schools; National Surveys; *Parent Participation; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

This report analyzes data from the parent and student components of the National Educational Longitudinal Study of 1988 to investigate family educational involvement in secondary education. It examines whether parental involvement influences the educational achievements of high school seniors. By utilizing multiple involvement indicators for the 8th and 12th grades, the study confirms the importance of considering the multidimensional nature of parental involvement in students' education. The effects of parental involvement on 12th grade achievement depend on the type of family practices considered. General conclusions based on these findings support the existence of positive effects of parental involvement on 12th grade academic achievements. The effects are stronger for course credits and curricular placement than for test scores. High levels of educational expectations, consistent encouragement, and actions that enhance learning opportunities of students are the major ways by which families positively influence the educational achievements of their teens. Regardless of socioeconomic or race/ethnic background, families with high levels of educational expectations have the most positive effects on senior achievements. These effects are present when parental expectations are measured in the middle grades or in high school. Three appendixes present a table of base year parental involvement, factor analysis results on parental involvement, and descriptive statistics about study variables. (Contains 9 tables and 19 references.) (Author/SLD)

ED 426 175 UD 032 739

Huff, C. Ronald
Comparing the Criminal Behavior of Youth Gangs and At-Risk Youths. Research in Brief.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Patterns; Comparative Analysis;
*Delinquency; Early Intervention; *High Risk Students;
Interviews; *Juvenile Gangs; Secondary Education; Urban
Schools; *Urban Youth

A study was conducted to compare the criminal behavior of gang members and nongang at-risk youths in four urban and suburban communities, Denver (Colorado), Aurora (Colorado), Broward County (Florida), and Cleveland (Ohio). The first three communities were emergent, rather than chronic, gang environments, but in Cleveland, information on gangs dates back to 1986. In all, 187 interviews were conducted with gang members, and 194 with nongang members. Findings support other research that suggests that gang membership increases the likelihood and frequency that members will commit serious and violent crimes. Gang members at each site were also more likely to sell drugs than nongang at-risk youths. Both groups, however, reported that gangs do not control drug trafficking in their neighborhoods. This research also found that, contrary to popular belief, youths can resist overtures to join a gang without serious reprisals from members. Reprisals that were suffered were often milder than the initiations experienced by those who joined gangs. The median age for joining a gang was about 14 years, and the age of first arrest mirrored the age at which youths join gangs. Data on the escalation of criminal activity suggest that an important opportunity to intervene with gang members occurs in the early years of gang involvement. (Contains 8 exhibits and 15 notes.) (SLD)

ED 426 176 UD 032 740

Way, Niobe
Everyday Courage: The Lives and Stories of Urban Teenagers.
Qualitative Studies in Psychology.
PUB DATE- 98
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; Black Students;
Case Studies; Family Influence; High Schools; *Life Events;
Minority Groups; Peer Relationship; *Social Support Groups;
*Student Attitudes; Urban Schools; *Urban Youth

Case studies of two urban adolescents interviewed over 3 years of high school show the complexities of life in the city for minority students and demonstrate the importance of supportive relationships in their lives. The chapters are: (1) "Interpreting Narratives"; (2) "A Study of Urban Youth"; (3) "Malcolm's Story"; (4) "Voice and Silence"; (5) "Desire and Betrayal in Friendships"; (6) "'I Never Put Anyone in Front of My Mother'"; (7) "Maintaining a 'Positive Attitude'/Fearing Death"; (8) "'Slacking Up' in School"; (9) "Racism, Sexism, and Difference"; and (10) "Eva's Story." Appendixes contain the interview protocol and a matrix of peer relationships. (Contains 192 references.) (SLD)

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216p. L1 ED 425 977

NAEP 1996 Mathematics State Report for Vermont. Findings from the National Assessment of Educational Progress.
206p. L1 ED 425 978

NAEP 1996 Mathematics State Report for Virginia. Findings from the National Assessment of Educational Progress.
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JC990024	ED425775
JC990025	ED425776
JC990026	ED425777
JC990027	ED425778
JC990028	ED425779
JC990029	ED425780
JC990030	ED425781
JC990031	ED425782
JC990032	ED425783
JC990034	ED425784
JC990035	ED425785
JC990037	ED425786
JC990039	ED425787
JC990040	ED425788
JC990041	ED425789
JC990042	ED425790
JC990043	ED425791

PS - Elementary and Early Childhood Education

PS024841	ED425792
PS025186	ED425793
PS025762	ED425794
PS026016	ED425795//
PS026057	ED425796
PS026060	ED425797
PS026190	ED425798//
PS026265	ED425799
PS026441	ED425800
PS026635	ED425801
PS026951	ED425802//
PS026955	ED425803

PS026959	ED425804
PS026974	ED425805
PS027031	ED425806
PS027032	ED425807
PS027033	ED425808
PS027034	ED425809
PS027035	ED425810
PS027036	ED425811
PS027037	ED425812
PS027038	ED425813
PS027059	ED425814
PS027107	ED425815//
PS027115	ED425816//
PS027116	ED425817//
PS027117	ED425818
PS027118	ED425819
PS027120	ED425820
PS027121	ED425821
PS027122	ED425822
PS027124	ED425823
PS027127	ED425824
PS027128	ED425825//
PS027129	ED425826
PS027130	ED425827
PS027131	ED425828
PS027132	ED425829//
PS027133	ED425830//
PS027134	ED425831//
PS027135	ED425832//
PS027137	ED425833
PS027139	ED425834
PS027140	ED425835
PS027142	ED425836
PS027144	ED425837
PS027146	ED425838
PS027147	ED425839
PS027148	ED425840
PS027149	ED425841
PS027150	ED425842
PS027152	ED425843
PS027153	ED425844
PS027165	ED425845
PS027213	ED425846
PS027216	ED425847
PS027217	ED425848
PS027219	ED425849
PS027220	ED425850
PS027221	ED425851
PS027222	ED425852
PS027223	ED425853
PS027224	ED425854
PS027226	ED425855
PS027227	ED425856
PS027230	ED425857
PS027233	ED425858
PS027234	ED425859
PS027235	ED425860
PS027241	ED425861
PS027242	ED425862
PS027245	ED425863
PS027246	ED425864
PS027249	ED425865
PS027251	ED425866
PS027254	ED425867

PS027256	ED425868
PS027257	ED425869
PS027258	ED425870
PS027259	ED425871
PS027261	ED425872

RC - Rural Education and Small Schools

RC020974	ED425873
RC021053	ED425874//
RC021110	ED425875
RC021601	ED425876
RC021620	ED425877
RC021671	ED425878
RC021676	ED425879
RC021690	ED425880//
RC021698	ED425881
RC021735	ED425882
RC021745	ED425883
RC021746	ED425884
RC021747	ED425885
RC021748	ED425886
RC021749	ED425887
RC021751	ED425888
RC021752	ED425889
RC021753	ED425890
RC021754	ED425891
RC021762	ED425892
RC021765	ED425893
RC021769	ED425894
RC021770	ED425895
RC021771	ED425896
RC021772	ED425897
RC021774	ED425898
RC021775	ED425899
RC021776	ED425900
RC021777	ED425901
RC021778	ED425902
RC021779	ED425903
RC021780	ED425904
RC021781	ED425905
RC021782	ED425906//

SE - Science, Mathematics, and Environmental Education

SE060555	ED425907
SE060894	ED425908//
SE061368	ED425909
SE061852	ED425910
SE061882	ED425911
SE061884	ED425912//
SE061906	ED425913
SE061908	ED425914
SE061912	ED425915
SE061913	ED425916
SE061914	ED425917
SE061915	ED425918
SE061919	ED425919//
SE061922	ED425920
SE061923	ED425921
SE061924	ED425922
SE061925	ED425923
SE061926	ED425924
SE061927	ED425925

SE061928	ED425926
SE061929	ED425927//
SE061938	ED425928
SE061940	ED425929
SE061941	ED425930
SE061942	ED425931
SE061944	ED425932
SE061945	ED425933
SE061948	ED425934
SE061950	ED425935
SE061951	ED425936
SE061963	ED425937
SE062002	ED425938
SE062110	ED425939
SE062111	ED425940
SE062112	ED425941
SE062113	ED425942
SE062114	ED425943
SE062115	ED425944
SE062116	ED425945
SE062117	ED425946
SE062118	ED425947
SE062119	ED425948
SE062120	ED425949
SE062121	ED425950
SE062122	ED425951
SE062123	ED425952
SE062124	ED425953
SE062125	ED425954
SE062126	ED425955
SE062127	ED425956
SE062128	ED425957
SE062129	ED425958
SE062130	ED425959
SE062131	ED425960
SE062132	ED425961
SE062133	ED425962
SE062134	ED425963
SE062135	ED425964
SE062136	ED425965
SE062137	ED425966
SE062138	ED425967
SE062139	ED425968
SE062140	ED425969
SE062141	ED425970
SE062142	ED425971
SE062143	ED425972
SE062144	ED425973
SE062145	ED425974
SE062146	ED425975
SE062147	ED425976
SE062148	ED425977
SE062149	ED425978
SE062150	ED425979
SE062151	ED425980
SE062152	ED425981
SE062153	ED425982
SE062154	ED425983
SE062155	ED425984
SE062156	ED425985
SE062157	ED425986

SO - Social Studies/Social Science Education

S0027840	ED425987//
S0027879	ED425988
S0027985	ED425989
S0028166	ED425990//
S0028468	ED425991
S0028672	ED425992
S0028673	ED425993
S0028674	ED425994
S0028675	ED425995
S0028676	ED425996
S0028677	ED425997
S0028678	ED425998
S0028679	ED425999//
S0028684	ED426000
S0028912	ED426001
S0028931	ED426002
S0028970	ED426003
S0028971	ED426004
S0029096	ED426005
S0029179	ED426006
S0029180	ED426007//
S0029191	ED426008
S0029203	ED426009
S0029230	ED426010
S0029236	ED426011
S0029266	ED426012
S0029267	ED426013
S0029278	ED426014
S0029291	ED426015
S0029292	ED426016
S0029301	ED426017
S0029334	ED426018
S0029342	ED426019
S0029367	ED426020
S0029370	ED426021
S0029376	ED426022
S0029377	ED426023
S0029378	ED426024
S0029379	ED426025
S0029380	ED426026
S0029385	ED426027
S0029388	ED426028
S0029389	ED426029
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S0029392	ED426032
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S0029395	ED426034
S0029396	ED426035
S0029399	ED426036
S0029402	ED426037
S0029403	ED426038
S0029404	ED426039
S0029405	ED426040
S0029407	ED426041
S0029412	ED426042